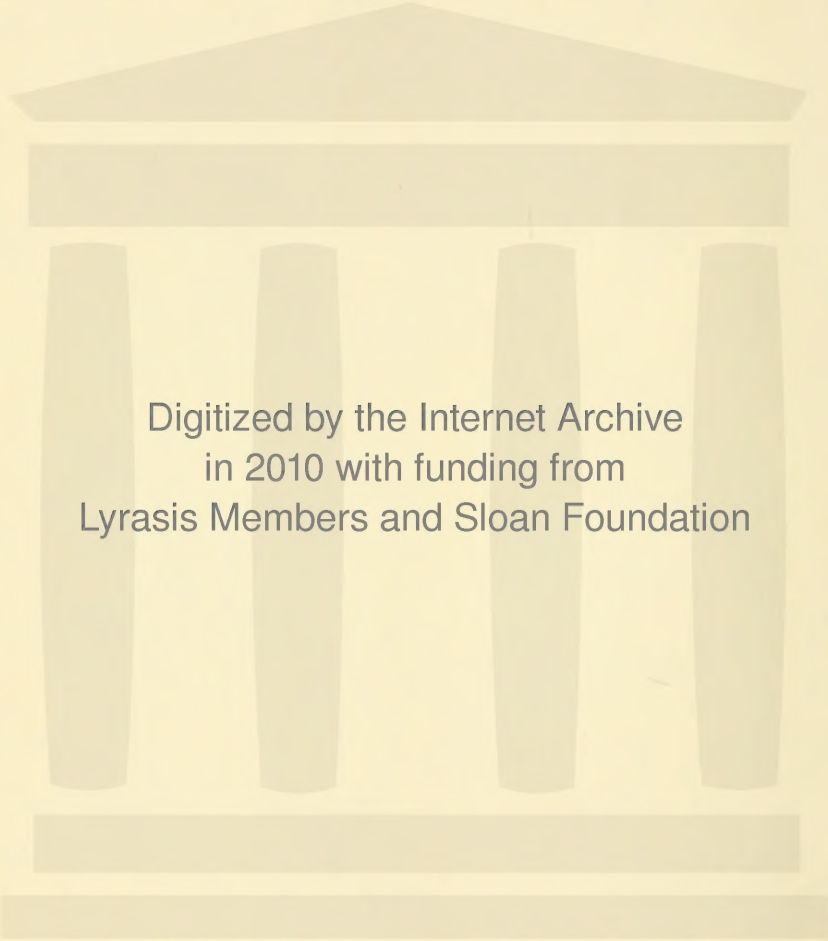


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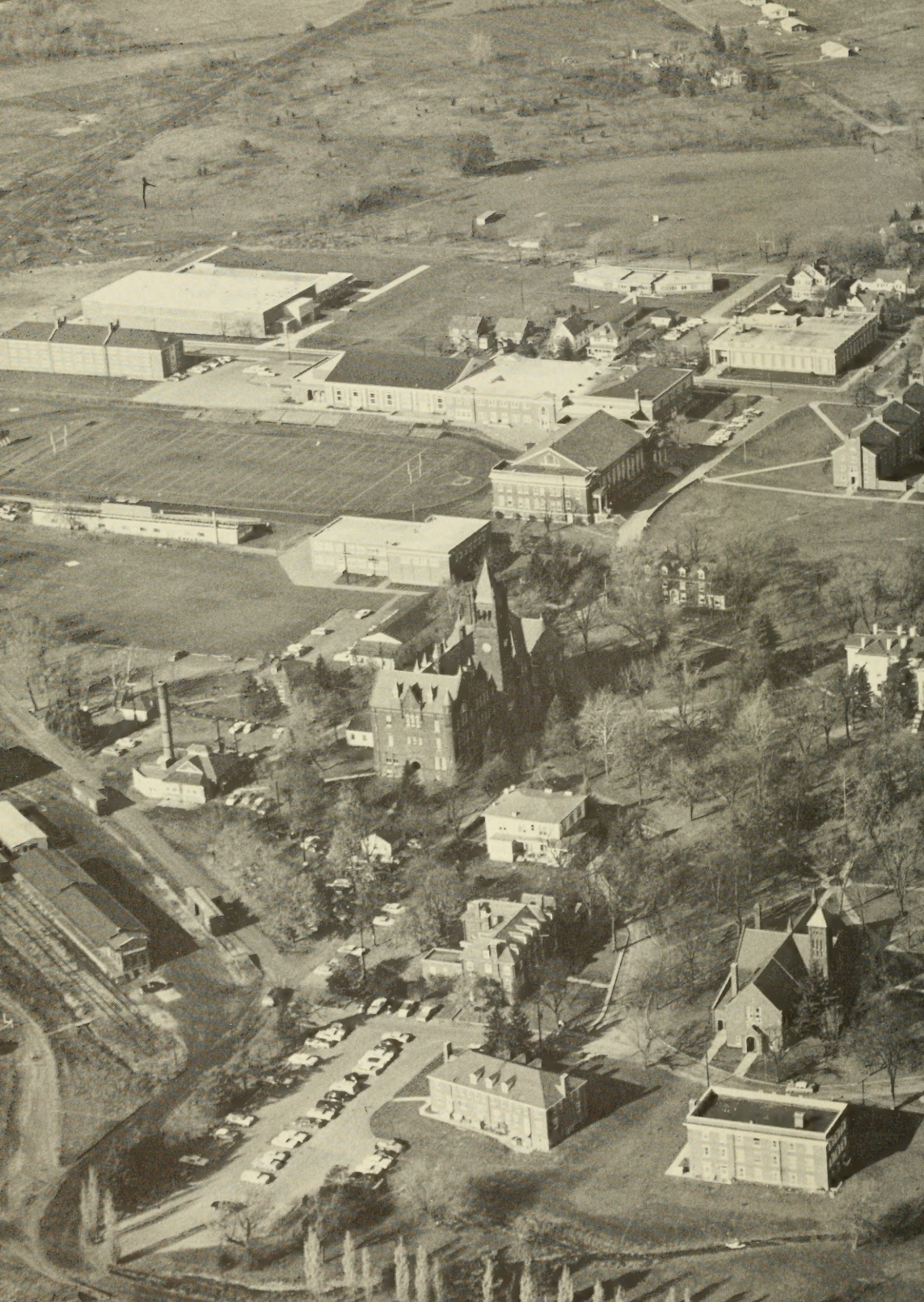
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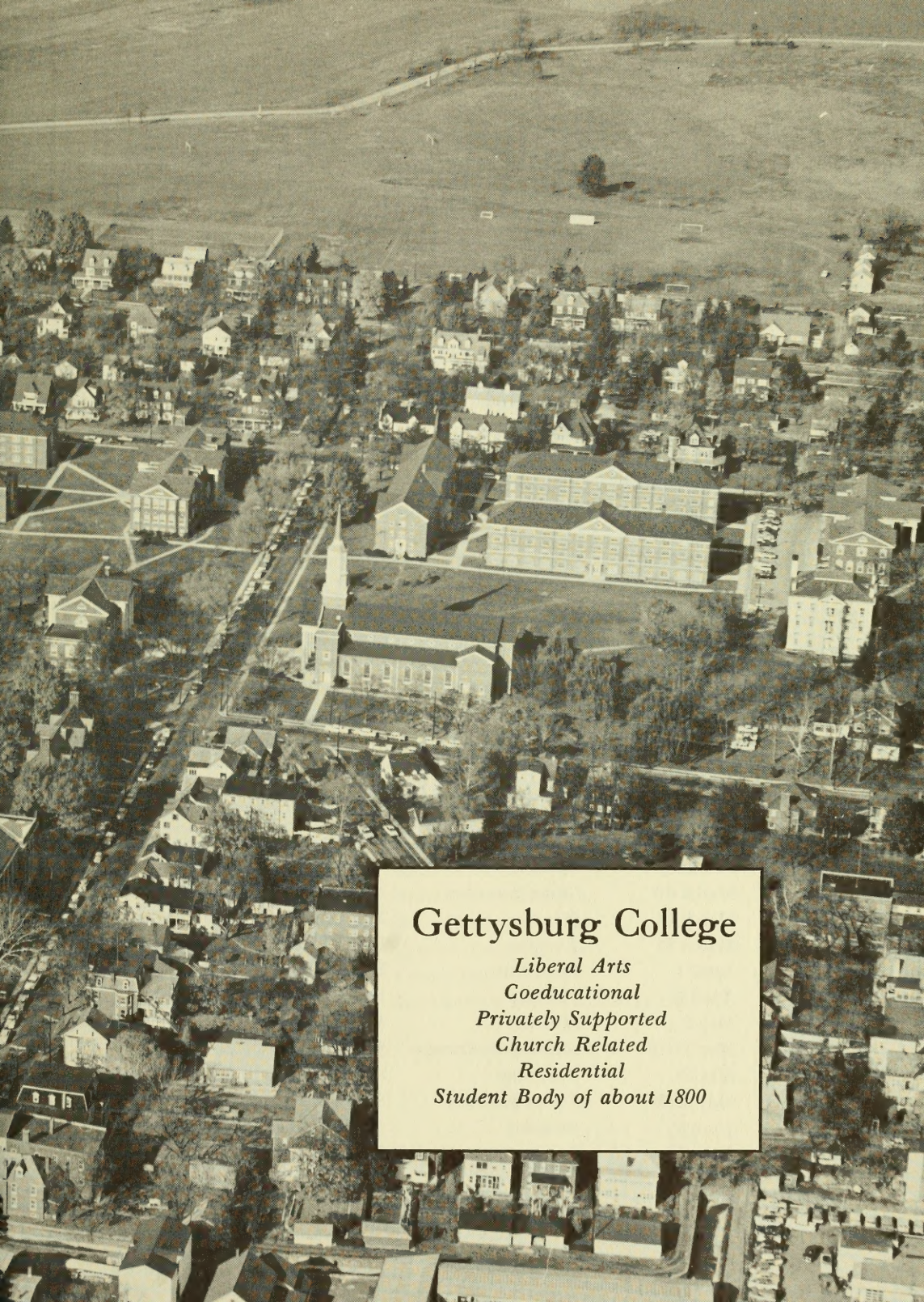
Vol. LIII No. 3 April 1963

GETTYSBURG COLLEGE

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Gettysburg College

*Liberal Arts
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The Calendar 1963-1964

SUMMER SESSION 1963

June 7	<i>Friday</i>	First session begins
July 16	<i>Tuesday</i>	First session ends
July 18	<i>Thursday</i>	Second session begins
August 21	<i>Wednesday</i>	Second session ends

FALL SEMESTER 1963

September 15-18	<i>Sunday-Wednesday</i>	Orientation Week and Registration
September 19	<i>Thursday</i>	Classes begin, 7:50 a.m.
September 19	<i>Thursday</i>	Formal Opening Exercises, 11:00 a.m.
October 19	<i>Saturday</i>	Father's Day
November 2	<i>Saturday</i>	Alumni Homecoming
November 11	<i>Monday</i>	Midsemester Reports Due
November 27	<i>Wednesday</i>	Thanksgiving Recess begins, Noon
December 3	<i>Tuesday</i>	Thanksgiving Recess ends, 7:50 a.m.
December 17	<i>Tuesday</i>	Christmas Recess begins, Noon
January 3	<i>Friday</i>	Christmas Recess ends, 7:50 a.m.
January 6-8	<i>Monday-Wednesday</i>	Senior Comprehensives for January graduates
January 20-29	<i>Monday-Wednesday</i>	Semester Examinations

SPRING SEMESTER 1964

February 3	<i>Monday</i>	Registration
February 4	<i>Tuesday</i>	Classes begin, 7:50 a.m.
March 6-7	<i>Friday-Saturday</i>	Interfraternity Weekend
March 23	<i>Monday</i>	Midsemester Reports Due
March 24	<i>Tuesday</i>	Easter Recess begins, Noon
April 1	<i>Wednesday</i>	Easter Recess ends, 7:50 a.m.
April 7	<i>Tuesday</i>	Founder's Day
May 2	<i>Saturday</i>	Mother's Day
May 11-13	<i>Monday-Wednesday</i>	Senior Comprehensives
May 21	<i>Thursday</i>	Spring Registration
May 22-30	<i>Friday-Saturday</i>	Semester Examinations
June 6	<i>Saturday</i>	Alumni Day
June 7	<i>Sunday</i>	Baccalaureate and Commencement

The Calendar 1964-1965

FALL SEMESTER 1964

September 13-16	<i>Sunday-Wednesday</i>	Orientation Week and Registration
September 17	<i>Thursday</i>	Classes begin, 7:50 a.m.
September 17	<i>Thursday</i>	Formal Opening Exercises, 11:00 a.m.
October 17	<i>Saturday</i>	Father's Day
October 24	<i>Saturday</i>	Alumni Homecoming
November 9	<i>Monday</i>	Midsemester Reports Due
November 25	<i>Wednesday</i>	Thanksgiving Recess begins, Noon
December 1	<i>Tuesday</i>	Thanksgiving Recess ends, 7:50 a.m.
December 17	<i>Thursday</i>	Christmas Recess begins, Noon
January 4	<i>Monday</i>	Christmas Recess ends, 7:50 a.m.
January 11-13	<i>Monday-Wednesday</i>	Senior Comprehensives for January graduates
January 18-27	<i>Monday-Wednesday</i>	Semester Examinations

SPRING SEMESTER 1965

February 1	<i>Monday</i>	Registration
February 2	<i>Tuesday</i>	Classes begin, 7:50 a.m.
March 5-6	<i>Friday-Saturday</i>	Interfraternity Weekend
March 22	<i>Monday</i>	Midsemester Reports Due
April 8	<i>Thursday</i>	Observance of Founder's Day
April 13	<i>Tuesday</i>	Easter Recess begins, Noon
April 21	<i>Wednesday</i>	Easter Recess ends, 7:50 a.m.
May 1	<i>Saturday</i>	Mother's Day
May 10-12	<i>Monday-Wednesday</i>	Senior Comprehensives
May 20	<i>Thursday</i>	Spring Registration
May 21-29	<i>Friday-Saturday</i>	Semester Examinations
June 5	<i>Saturday</i>	Alumni Day
June 6	<i>Sunday</i>	Baccalaureate and Commencement



The provisions of this bulletin are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time, but its practice is to make no provisions retroactive.

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An Introduction to Gettysburg

IN THE simple and straightforward language of the charter by which it came into being in 1832, Gettysburg College exists "to exert a salutary influence in advancing the cause of liberal education." That has been its primary purpose in the past. It is its primary purpose today.

A liberal education was once thought of as mastery in those studies considered appropriate for "freemen" as distinguished from members of the servile classes. Now we would define it in different terms. We would say that it is the education which frees a man, whatever his social background might be, from the tyranny of having to think and act solely on the strength of his own personal experiences, which by their very nature are limited and partial. A liberal education develops his capacity to interpret and generalize upon experience. And, in so doing, it leads him to an understanding of his own capabilities and limitations, of the relationships which he must establish with others, and of the universe in which he lives. A liberal education prepares one to think with imagination and precision, to form wise judgments, and to act in many different types of situations on the basis of a critical consideration of all available information.

As a community of learning, Gettysburg College is dedicated first and foremost to developing the intellect. But the faculty knows that learning alone, priceless though it may be, is not enough. Every life, if it is not to be like a ship without a rudder, needs the direction which allegiance to sound moral and spiritual values alone can provide. As a Christian college, Gettysburg endeavors to maintain an atmosphere in which its students will be encouraged to examine and recognize the merits of Christian values and ideals in the development of their personalities.

The curriculum of liberal arts and sciences which the College offers young men and women reflects its primary purpose. The student is given opportunity to improve his command of written and spoken English,



indispensable tools for whatever he wants to do with his life. He gains a degree of mastery in at least one foreign language. He studies the methods of the natural and social sciences. He acquaints himself more fully with history, philosophy, religion, literature, art, and music, especially of the Western World.

Along with his efforts to gain a breadth of knowledge the student begins to major in a field of study which particularly interests him and which may be related to the career he has in mind. Some students come to Gettysburg with their major field of study already chosen. Others are uncertain, and these the College encourages to sharpen the focus of their interests and reach a decision. But being neither a graduate nor a professional school, Gettysburg insists that all its students direct their energies into several areas and not concentrate excessively in any one.

With all these considerations in mind, we can state in summary form our view of the goal of the educational experience at Gettysburg: mastery of a set of basic skills of study, research, and expression; command of a body of information in several fields; possession of critical judgment and an inquiring mind; dedication to worthwhile values; and an abiding desire to live a useful life.

When a half century ago Woodrow Wilson declared that "what we should seek to impart in our colleges . . . is not so much learning itself as the spirit of learning," he was merely recognizing that education is not a passive process. A college cannot guarantee that a four year investment of time and money will result in an educated man or woman. A contract with a college is not to be compared with one in which a painter agrees to paint a house in return for a stated sum of money and in which we can hold him to his part of the bargain. The comparison is not possible because ultimately every college student must educate himself. His teachers can only help him begin to do this and show him that education is a lifelong process. Especially now when many fields of knowledge are expanding rapidly, young people must prepare to teach themselves. Much of what they know when they graduate from college will be obsolete in a decade or less.

The Gettysburg faculty is aware that, in spite of its eagerness to teach and counsel, the ultimate test of the college will be the measure of its success in providing situations in which young people are themselves inspired, by the "spirit of learning" which pervades the college, to accept both the greater independence and the increased responsibility which higher education entails.



CHOOSING A COLLEGE

Choosing a college where one will spend four years is always a most important decision for a young man or woman to make. It is one which probably will have lifelong consequences. On the basis of its experience the Gettysburg Admissions Staff tries to select applicants who not only have the necessary intellectual qualifications, as measured by the achievement record which they submit, but who also give promise of wanting to learn much more than they already know. This latter requirement is of cardinal significance, because a young person who has no compelling desire to compare, weigh, question, and probe has no place in an institution of higher learning. He will, in fact, be unhappy as long as he remains there.

Any person seriously interested in Gettysburg should learn as much about the school as he possibly can before deciding whether it is the college which he really wants to attend. One of his main concerns should be whether Gettysburg College can provide for him the atmosphere in which he will want to learn. He should ask questions of the Admissions Staff, and also of students, faculty, alumni, and friends of the College whom he might know. He should come to the campus and remain long enough to gain a distinct impression of the many and varied activities which go on here and of the atmosphere they create.

GETTYSBURG COLLEGE PAST

The visitor to the campus will find an institution that has been in existence for more than 130 years. Gettysburg College was organized in 1832. It was one of about forty American colleges founded in the decade of Jacksonian Democracy. Its founder was the Rev. Samuel Simon Schmucker (1799-1873), a young Lutheran clergyman educated at the University of Pennsylvania and the Princeton Theological Seminary. One of the goals Schmucker early set for himself was to establish his church's first theological seminary in America. This became a reality when in 1826 the Lutheran Theological Seminary was organized at Gettysburg, a small southcentral Pennsylvania community chosen because it was then central to the main branches of the Lutheran Church.

A second of Schmucker's goals was to found a college. This was an especially urgent purpose because of the meager academic preparation of his theological students. After several years he turned to some of the leading citizens of the community for support in establishing a college which, he promised, while under the control of trustees who were Lutheran



would always be unsectarian in its instruction. The charter of Pennsylvania College of Gettysburg was granted by the legislature in the spring of 1832 and instruction began in the fall of the same year. It was the first Lutheran college in America. The present name—Gettysburg College—was legally adopted in 1921. Thus the College was founded under double auspices: church and community. It has always been an independent, church-related institution, relying for its financial support upon private sources. In recent years several members of its Board of Trustees have been chosen by synods of the Lutheran Church in America.

When the armies of North and South clashed at Gettysburg during the memorable July days of 1863 regular College classes then in session were suspended, the campus was occupied by Confederates, and Pennsylvania Hall (Old Dorm) was pressed into use as a hospital for wounded of both sides. A century later both the community and the College are still influenced by the momentous battle which occurred here and by the visit of President Lincoln in November 1863 to dedicate the National Cemetery. Each year more than a million tourists from all parts of the country and from abroad visit the battlefield and cemetery. The town,



with a population of about 8000, is easily accessible by highway from north, east, south, and west.

In the years since 1832 more than 15,500 persons have been enrolled in the College and 9,500 have received degrees. Of the larger number, there have been more than 2500 men and women who made education their career, including some 60 college presidents. More than 2000 clergymen, 1000 doctors and dentists, and 500 lawyers have been among its alumni. At least 2500 graduates have gone into business and industry.

GETTYSBURG COLLEGE PRESENT

In more than a century and a quarter of service Gettysburg College has grown in many ways. At the beginning there were but 5 instructors; there are now more than 130. From an original enrollment of 23 the student body has increased to about 1800 today, of whom more than one-third are women. The campus of 139 acres has more than 30 buildings, one-third of which have been completed in the past decade. Old Dorm, the oldest College structure, cost less than \$16,000 to build in 1837-1838. The physical equipment of the College is now valued at more than \$13,300,000.

Gettysburg College has been on the accreditation list of the Board of Regents of the State of New York since 1913 and on that of the Middle States Association of Colleges and Secondary Schools since its first accreditation list was prepared in 1921. The College has been approved by the

Department of Public Instruction of the Commonwealth of Pennsylvania, the American Medical Association, the American Chemical Society, and the American Association of University Women. It is one of fifteen colleges and universities in Pennsylvania sheltering a chapter of Phi Beta Kappa.

The Gettysburg students of today have access to rapidly expanding library, laboratory, and other academic facilities. They have the opportunity to work closely in and out of the classroom with a young and vigorous faculty who are genuinely interested in their welfare and desirous of establishing close personal relationships with them. The faculty invite students to join them in their attempts to extend the limits of man's understanding by independent study, research, and writing. Where their aptitude and interests warrant it, students are encouraged to continue their formal education beyond the College. In recent years about one-fourth of the men and women graduates have been responding to this encouragement by entering graduate and professional schools.

From wherever he comes, whatever may be his interest and his program, and however he may hope to determine and achieve his goals, the discerning Gettysburg student will find on the campus a healthy dissatisfaction with the present state of man's knowledge about himself and the universe in which he lives. He will find a desire to test old truths and find new ones. He will discover the abiding joy of learning, of judicious skepticism, and of sound judgment. In short, he will find in Gettysburg a college which is striving to carry out the injunction of 1832 "to exert a salutary influence in advancing the cause of liberal education."





The Academic Program

DISTRIBUTION AND CONCENTRATION

The courses of study offered by Gettysburg College reflect that which the faculty considers necessary in helping the student achieve the goal of a liberal education. Most candidates earn the degree of Bachelor of Arts. A few, having pursued work in Music Education, are awarded the Bachelor of Science degree. Most of the information in this section deals primarily with the Arts curriculum.

During the eight semesters in residence normally required for graduation, a candidate for the Arts degree enrolls in about forty courses. These courses can be divided into three types.

First, about forty per cent are those taken in fulfilling the distribution requirements. These are courses which the faculty has prescribed to insure that each student will at least explore the main fields of learning, some knowledge of which is indispensable to a liberal education. In meeting these requirements in the humanities, natural sciences, and social sciences, the student takes some specified courses and selects others from an approved list. It is expected that most of the distribution requirements will be completed by the end of his sophomore year.

Second, about thirty per cent of the courses which a student takes are offered to fulfill the concentration requirements. These the faculty has prescribed so that each student will work intensively in one major and one minor field of study and gain a useful command of their facts, interpretations, and insights. The major and minor should be fields in which the student has both aptitude and interest. In most cases they are closely related to his intended career. Students meet the concentration requirements largely in the junior and senior years. This arrangement is not intended to suggest that there should be a strong distinction between distribution and concentration courses. Ideally they complement and supplement each other and help the inquiring student arrive at an understanding of the essential unity of man's knowledge.

Third, the remaining courses which a student takes are free electives. They may or may not be courses in areas related to his major subject. It is regrettable whenever a student is graduated without having taken at least one course in a field largely unknown to him, but one in which he might have become interested.

THE ADVISING SYSTEM

The College believes that one of the most valuable services which it can render is careful counseling. Accordingly, even before he arrives on campus, each freshman is assigned a faculty adviser to assist in dealing with his academic and other questions.

During the first week of the fall semester all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of the events of this program. During orientation, students have several personal conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with their new home. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help the College in its effort to provide an education suited to each student's capacities.

During the year each freshman adviser arranges periodic meetings with his advisee to review his progress. He is available also at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

At the end of the freshman year, when a student should choose a major field of study, the chairman or some other member of the major department becomes his adviser and assists him in the preparation of his sophomore schedule. Until the student leaves College he retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all his schedules.

It is the responsibility of sophomores and upperclassmen to take the initiative in discussing their entire academic program with their advisers. As already indicated, the College encourages qualified students to prepare for graduate work, which is becoming a necessity in an increasing number of career fields. It is important for such students to become familiar with the language and other requirements of the graduate programs in which they are interested. They should know well in advance of graduation



what they must do to qualify for fellowships and similar awards to help them financially in graduate school. Above all, they should know how important it is to build a superior undergraduate academic record.

A student wishing to change his major course of study must secure the approval of the department in which he is a major and the one in which he desires to major. Juniors and seniors making such a change should understand that they may be required to spend more than eight semesters in residence in order to complete their concentration requirements.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The Bachelor of Arts degree will be conferred upon the student who completes satisfactorily the following:

- 1) 120 semester hours of academic work¹, plus the freshman and sophomore program (4 semesters) in Health and Physical Education, Military Science, or Air Science;
- 2) the distribution requirements;
- 3) the concentration requirements in a major and minor field of study;
- 4) the comprehensive examination in the major field;
- 5) a minimum grade average of C and an average of C or better in the major field;
- 6) the senior year and a minimum of 30 semester hours of academic work in residence at Gettysburg College; and
- 7) the discharge of all financial obligations to the College.

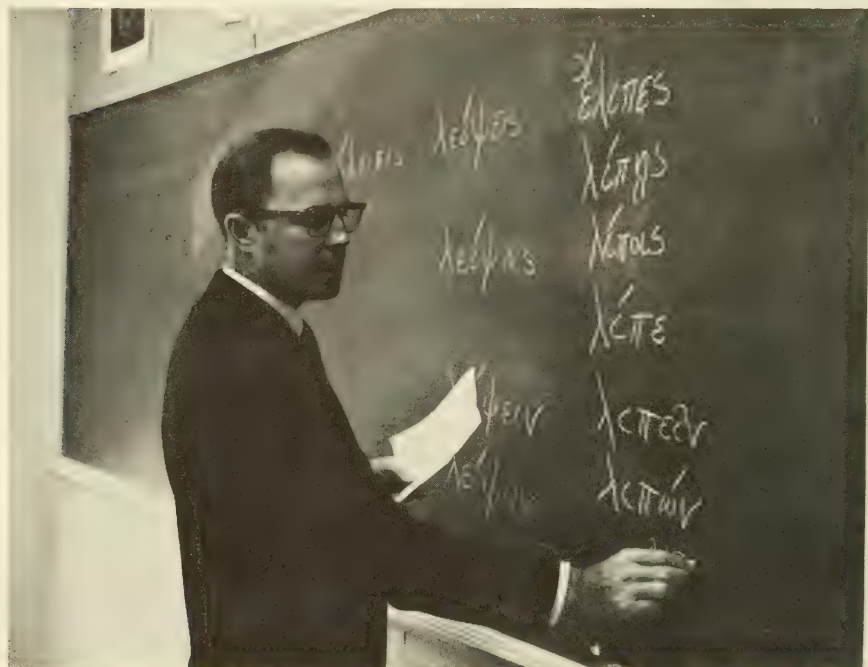
¹ The amount of credit given for each successfully completed course is expressed in terms of semester hours. A semester hour of academic work consists of one hour of classwork, two or three hours of laboratory work, or a combination of class and laboratory work, each week for a semester.

20 *Requirements*

DISTRIBUTION REQUIREMENTS

Each candidate for the Bachelor of Arts degree must satisfactorily complete the following distribution requirements:

- 1) *English Composition*
English 101-102
- 2) *Introduction to Contemporary Civilization*
General Education 101-102
- 3) *Old and New Testament History*
Biblical Literature and Religion 101 and 102
- 4) *Foreign Language*
6 hours *above* the elementary (101-102) course in French, German, Greek, Latin, Russian, or Spanish
- 5) *Science*
8 hours in Biology, Chemistry, or Physics
- 6) *Literary Foundations of Western Culture*
General Education 201-202





7) *Social Science*

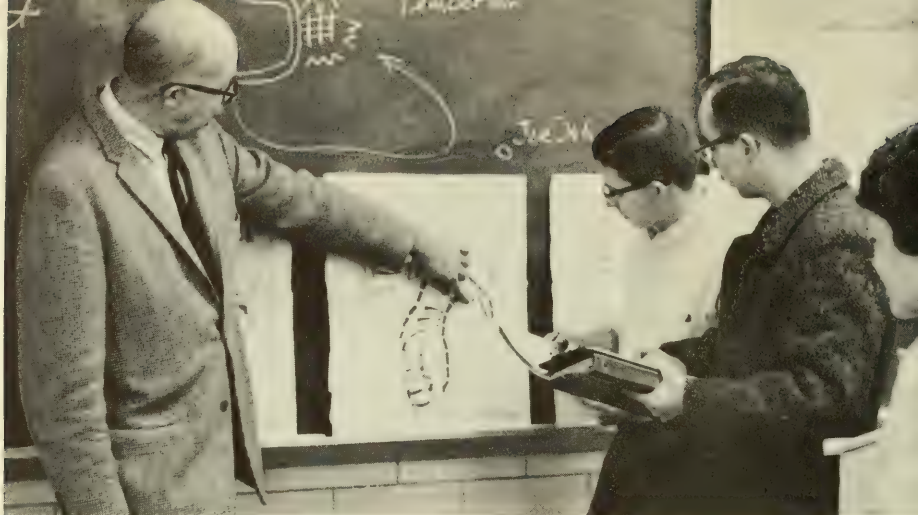
3 hours in one of the following: Economics, Political Science, Psychology, or Sociology

8) *Literature, Art, or Music*

Two of the following: 3 hours in English, French, German, Greek, Latin, Russian, or Spanish Literature; 2 or 3 hours in Art; or 3 hours in Music. Refer to the departmental introductions under Courses of Instruction for courses which satisfy this requirement.

CONCENTRATION REQUIREMENTS

A major course of study consists of a minimum of 24 semester hours of work. Any department may increase this number and may designate specific courses for its majors to take. Requirements of the various departments are listed in the appropriate introduction under Courses of Instruction.



In consultation with his major adviser each student selects a minor course of study, consisting of a minimum of 12 semester hours. The minor should be related in some way to his particular interests and abilities and must be approved by the adviser.

The following are acceptable major and minor fields of study at Gettysburg College: Art, Biblical Literature and Religion, Biology, Business Administration, Chemistry, Economics, English, French, German, Greek, Health and Physical Education, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology and Anthropology, and Spanish. A minor, but not a major, is possible in Education and Russian.

Elementary (101-102) courses in English and other languages are not included in computing hours for the major or minor. A minor in a laboratory science is interpreted to mean two full-year courses or the equivalent.

No later than the beginning of the senior year, and with permission of the major adviser and the head of the other department concerned, a student may select a second major, which will be entered on his record if all the requirements of both departments are met, including comprehensive examinations.

COMPREHENSIVE EXAMINATION

Every candidate for the bachelor's degree is required to pass a senior comprehensive examination in his major field of study. This examination is intended to test the depth of his knowledge in his major field, determine his ability to analyze and apply its significant ideas, and serve throughout his college career as a challenge to integrate the material of his chosen field of study.

The senior comprehensive examination is given shortly before the close of the spring semester at times announced well in advance. It extends over a period of three days and may be written or oral or both. The following grades are given: passed with honors, passed, and failed. A student who fails the comprehensive in the spring may not take a reexamination before the end of the first semester of the Summer Session.

REQUIRED PROGRAMS OF STUDY

The schedules of freshmen are prepared on the basis of correspondence with the student during the summer preceding his enrollment. The normal program for freshmen includes English 101-102, General Education 101-102, and Biblical Literature and Religion 101 and 102. Most students also take a language and one of the following: a science, a second language, or mathematics. Prospective science and mathematics majors may postpone a language and instead take science and mathematics as their fourth and fifth courses. Students are strongly advised to continue the study of a foreign language in which they already have some competence.

Unless specifically excused, all freshmen take Physical Education, Military Science, or Air Science.

Sophomores are required to take General Education 201-202, continue fulfilling their distribution and concentration requirements, and complete the required program in Physical Education, Military Science, or Air Science.

All required courses which have not been completed by the end of the sophomore year must be included in the junior program. Juniors and seniors should schedule at least one or two courses each semester outside their major field.

SCHEDULE LIMITATIONS

The normal schedule enables a student to complete the graduation requirements in eight semesters. For freshmen and sophomores the normal schedule is 15 or 16 hours each semester, in addition to basic Physical Education, Military Science, or Air Science. During the junior and senior years, with the permission of his adviser, a student may carry 18 hours each semester. Since it is assumed that this amount of academic work, if done thoroughly, will completely occupy the available time of virtually all students, a schedule in excess of 18 hours will be permitted only where the previous academic record and the best interests of the individual

24 *Honors; Preprofessional Programs*

student appear to warrant it. Such schedules must be approved by the Dean of the College or the Dean of Students.

No student who is a candidate for a degree may take fewer than 12 hours of work in a given semester without the approval of the Dean of the College or the Dean of Students.

HONORS-TYPE WORK

Although the College does not offer a separate honors degree, there are opportunities in most of the departments for students to engage in honors-type work, including independent study, research, seminars, and directed reading. These opportunities are primarily for seniors, but juniors are sometimes eligible. With careful planning it is usually possible for these students to reduce their course load to provide the time necessary for honors work. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of the honors-type courses are numbered in the 400's under Courses of Instruction.

PREPROFESSIONAL PROGRAMS

TEACHER TRAINING

Gettysburg College is accredited by the Pennsylvania Department of Public Instruction, which will grant its graduates who meet the requirements a College Provisional Certificate in secondary academic subjects, Elementary Education, Music Education, and Health and Physical Education.

Students preparing to teach in public and private schools should discuss their plans with a member of the Department of Education early in their sophomore year. They should also seek opportunities to work with young people in church, scouting, and other youth organizations.

All students preparing to teach should schedule Psychology 201 in their sophomore year. Those preparing to teach in the secondary schools of Pennsylvania, Maryland, New Jersey, New York, and Delaware should take Education 301, 305, 309, and 401. Students preparing to teach secondary academic subjects in the public schools of Pennsylvania, and who will be applying for the College Provisional Certificate after October 1, 1964, must take Education 331. Except in New Jersey, a total of 18 hours in education courses is required. New York requires, in addition to the above, a course in methods and materials related to the student's

major subject. New Jersey requires either Biology or Health Education 311 or 314 in addition to 21 hours in education.

The requirements for secondary certification in the various subject-matter areas in five states are as follows:

In *Pennsylvania* a minimum of 24 hours is required for certification in Biology, Chemistry, Physics, General Science (courses in at least 2 sciences), Mathematics, History, History and Government, and a foreign language (proficiency in conversation, reading, and writing is required). A minimum of 36 hours is required for certification in English, Physics and Mathematics, and Social Studies. The following areas must be included in Social Studies: History, Political Science, Economics, Economic Geography, and Sociology. Reading will be included on the English certificate when a minimum of 6 hours in reading courses has been completed.

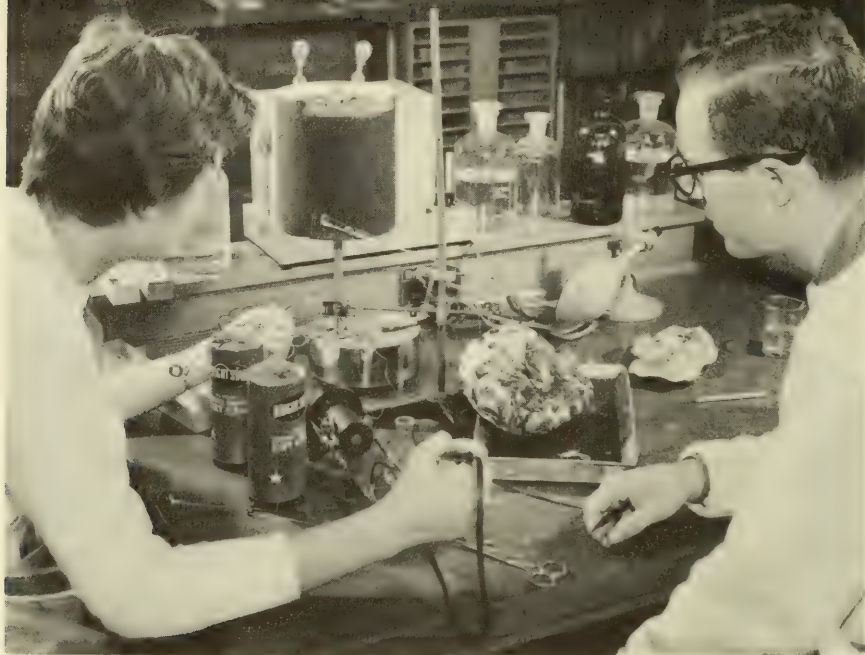
In *Maryland* a minimum of 24 hours is required for certification in Biology, Chemistry, Physics, English, History, a foreign language, and Mathematics. A minimum of 36 hours is required in Social Studies (18 in History including 6 in American and 6 in European, 6 in Economics, 6 in Political Science, 3 in Geography, and 3 in Sociology) and in Secondary School Science (including 18 in one field and 6 in each of two other sciences).

In *New Jersey* a minimum of 18 hours is required in Biological Science, English, General Science, Health Education, History, Instrumental Music, Foreign Languages, Mathematics, Physical Education, Physical Science, Political Science, Economics, Speech, and Vocal Music. A minimum of 30 hours is required for Music, Science, and Social Studies.

In *New York* a minimum of 18 hours is required for certification in Mathematics (including differential and integral calculus); 24 hours, in foreign language; 36 hours, in English and Social Studies (including American and European History); and 42 hours, in Science (including a major in one science and a full year course in other sciences and Mathematics).

In *Delaware* a minimum of 30 hours is required for certification in Biology, Chemistry, General Science, Mathematics, a foreign language, and Social Studies; a minimum of 36 hours is required for certification in English.





The requirements for certification in elementary education can be obtained from the Department of Education. By meeting the requirements for such certification in Pennsylvania the individual may teach in the elementary schools of Maryland, New Jersey, New York, Delaware, and the New England States.

PREMEDICAL PROGRAM

Premedical and predental students should register early in their junior year with the Dean of the College, who is chairman of the Premedical Committee. Most of these students major in Biology or Chemistry, though this is not a strict necessity. They choose their science and non-science courses in consultation with their major adviser, taking into consideration specific requirements of the medical or dental schools in which they are interested. Premedical students should pick as many electives as possible in the humanities and social sciences.

All recommendations for admission to medical or dental schools are made by the Premedical Committee.

PRELAW PROGRAM

The Association of American Law Schools recommends that the student planning a career in law concentrate on developing his capacities to think and express himself clearly, qualities which, it observes, are not the "monopoly of any one subject-matter area, department, or division." No

matter what his chosen major might be, the prelaw student will find the members of the Political Science Department willing to advise him regarding his undergraduate program and selection of law schools.

OFF-CAMPUS STUDY

WASHINGTON SEMESTER

Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to spend one semester in a firsthand study of the federal government in action.

During this period these students are brought into direct contact with source materials not generally accessible. They have the opportunity to interview members of Congress and the Supreme Court and officers of the executive departments and agencies concerning policies, procedures, and problems of government. In addition to regular courses, students attend seminars and undertake individual research projects in some major area of interest.

The Washington Semester should be taken in either semester of the junior year or the first semester of the senior year. To qualify, a student must have completed at least one course in Political Science, have an average of B or better, and clearly demonstrate ability to work on his own initiative. Most participants are majoring in Political Science, History, Sociology, and Economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.

JUNIOR YEAR ABROAD

Qualified students may apply for permission to spend the junior year abroad. Arrangements can be made with one of many regularly organized programs for study in Europe, Latin America, and elsewhere. Interested students should consult the Dean of the College during the first semester of their sophomore year.

COOPERATIVE PROGRAMS

Gettysburg College participates in three cooperative programs, in each of which the student spends three years in residence at Gettysburg and an additional two years at another institution. These cooperative programs provide him with the advantages of a general education in a liberal

arts college, in which he has the opportunity to study areas basic to his field of particular interest. During his last two years he has the advantages of a specialized education in a university or training school.

Students interested in these programs are admitted to the College under the same conditions as other applicants.

ENGINEERING PROGRAM

This program is offered jointly with Pennsylvania State University and with New York University. Upon satisfactory completion of the required five years of work, a student will have earned the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree from the university he chooses. Under this program, a student whose aptitude for engineering may be uncertain, or whose decision between engineering and other disciplines may not yet be made, has the opportunity to study both arts and sciences during three years of college, in which time he can determine whether his major interest and ability lie in the engineering field.

A student indicates his desire to follow the cooperative program in engineering at the time of his admission to Gettysburg College. Advised by the Physics Department, he becomes a candidate for transfer if at the end of his sixth semester he has completed all required courses and if he is recommended for transfer.

In the cooperative program with Pennsylvania State University, the student must satisfactorily complete the College distribution requirements and must include in his program Chemistry 111-112; Economics 201 or 203; History



231, 232, or 234; Mathematics 201-202-203 (or 105-106 and 205-206), 321, and 323-324; Physics 105, 106, 111-112, 201-202, and 205; Psychology 201; Speech 201 and 202; and two years of Physical Education, Military Science, or Air Science. After having taken one semester of Military Science or Air Science, the student must complete the four semesters of basic ROTC at Gettysburg or Pennsylvania State University. Freshmen should register for English 101-102, General Education 101-102, Mathematics 201-202 (or 105-106), Physics 111-112, an appropriate language course, and either Physical Education or ROTC. A student recommended for transfer is eligible to enter with junior standing any of the following curricula of the School of Engineering of Pennsylvania State University: aeronautical, electrical, civil, industrial, sanitary, and mechanical. The program does not prepare the student for transfer to any other technical curriculum at the University.

In the cooperative program with New York University, the student must satisfactorily complete all of the College distribution requirements and must include in his program Chemistry 111-112; Mathematics 201-202-203, 321, and 323-324; and Physics 105, 106, 111-112, 201-202, and 205. Freshmen should register for English 101-102, General Education 101-102, Mathematics 201-202, Physics 111-112, an appropriate language course, and either Physical Education or ROTC. A student recommended for transfer is eligible to enter with junior standing any of the following curricula of the Engineering College of New York University: civil, electrical, industrial, and mechanical. Students interested in aeronautics and astronautics need additional work requiring a summer session beyond the six semesters at Gettysburg College in order to qualify for recommendation.

FORESTRY PROGRAM

This program is offered in cooperation with the School of Forestry of Duke University. Upon successful completion of a five-year coordinated course of study, a student will have earned the Bachelor of Arts degree from Gettysburg College and the professional degree of Master of Forestry from the Duke University School of Forestry.

Candidates for the program should indicate to the Dean of Admissions that they wish to apply for the Liberal Arts Forestry curriculum. At the end of the first semester of the third year, the College will recommend qualified students for admission to the Duke School of Forestry. Each recommendation will be accompanied by the student's application for admission and a transcript of his record at Gettysburg. No application need be made to the School of Forestry before that time.

There is no rigid curricular requirement for the three years at Gettysburg College. Students in the program are advised by the Biology Department and are urged to use the following as a guide. In the freshman year they should take English 101-102; General Education 101-102; Biblical Literature and Religion 101 and 102; Biology 103 and 104; Mathematics 103-104; and Physical Education,

Military Science, or Air Science. The recommended program for the sophomore year is General Education 201-202; Chemistry 101-102; Economics 201-202; a foreign language; Physical Education, Military Science, or Air Science; and one elective each semester. In the junior year, they should take Physics 111-112; Biology 215 or 216 or both; Art or Music; a foreign language or English Literature; and several electives each term.

The student devotes the last two years of his program to the professional forestry curriculum of his choice at the Duke School of Forestry. Copies of this curriculum are available in duplicated form from the Dean of Admissions, Gettysburg College, or in printed form from the Dean of the School of Forestry, Duke University, Durham, N. C.

PARISH WORKERS' PROGRAM

This program is offered by Gettysburg College and the Lutheran Deaconess Training School of Ruxton, Md. Young women planning to enter full-time church service may earn the degree of Bachelor of Arts by attending Gettysburg College for three years and by taking work at the Training School for two years. While at Gettysburg they are advisees of the Department of Biblical Literature and Religion and the Department of Sociology. Students in the plan must complete the distribution and concentration requirements, and the comprehensive examination, by the end of their three years at Gettysburg.

Detailed information concerning the program at Gettysburg College may be secured from the Dean of Admissions and concerning the last two years from the Lutheran Deaconess Training School, Boyce Avenue, Ruxton 4, Md., or the Philadelphia Deaconess Training School, 801 Merion Square Road, Gladwyne, Pa.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN MUSIC EDUCATION

The College offers the degree of Bachelor of Science in Music Education for those who wish to meet the requirements to teach or supervise Music in the elementary or secondary schools of Pennsylvania. Upon completion of the approved course of study a student will be qualified to receive a College Provisional Certificate from the Pennsylvania Department of Public Instruction.

Students in the program should use the following as a guide. In the freshman year they should take English 101-102; Biblical Literature and Religion 101 and 102; a science; a foreign language; Music 141-142; Music 111-112 or 113-114; and applied music. The recommended program for

the sophomore year is General Education 201-202, Psychology 201, a foreign language, Music 203-204, music appreciation, and applied music. In the junior year they should schedule Education 309; Music 115-116, 205-206, 220, 301-302, and 311-312; and applied music. The recommended courses for the senior year are Education 301; History 231 or 232; Speech 201; Music 221, 305, and 351; and applied music.

All students enrolled in this curriculum are required to complete satisfactorily a total of two semester hours in Physical Education and to pass the senior comprehensive examination in Music Education.

RESERVE OFFICERS TRAINING CORPS PROGRAMS

Gettysburg College participates in the national security effort by offering its students, in cooperation with the Department of Defense, the opportunity to enroll in the Army or Air Force Reserve Officers Training program. These programs provide trained reserve officers to meet manpower requirements for present active service and possible future emergencies. Officers of the two services, assisted by enlisted personnel, conduct academic courses and practical leadership training. Adequate equipment



and field trips to Army posts and Air Force bases support the program.

The Basic Course taken during the freshman and sophomore years provides a general understanding of the Army or Air Force. It can be used by male students to satisfy a College requirement. Textbooks and uniforms are supplied without cost to the student. Members of a National Guard or Reserve unit may enroll in the Basic Course without change in status and may be excused from attending armory drill while participating in Army ROTC.

A limited number of students who have successfully completed the Basic Course and demonstrated a high degree of proficiency and leadership, and who meet the academic, physical, and aptitude requirements, are selected at the end of their sophomore year for the Advanced Course. Any veteran who has completed honorably two years of military service, if otherwise qualified, may be enrolled in the Advanced Course at the beginning of his junior year.

The Advanced Course prepares the student for active duty as a commissioned officer. Between the junior and senior years he attends a summer camp (six weeks for Army ROTC students and four weeks for Air Force ROTC students) which is devoted to application of the instruction he has received. He is granted remuneration from the date of enrollment in the Advanced Course until graduation, except during the summer training period, when he receives regular basic pay. He also receives a tailor-made uniform which he retains upon commissioning. Total remuneration during the Advanced Course is approximately \$700.

The branch of service in which an Army ROTC graduate is commissioned is determined by his academic background, his individual desires, and the needs of the Army at the time he receives his commission. Students who are designated Distinguished Military Students may apply for Regular Army commissions. Special programs are available for students who plan to enter law, medicine, or the ministry.

The student who successfully completes Air Force ROTC requirements is commissioned a Second Lieutenant in the Air Force Reserve upon graduation. If he qualifies, he may enter active duty as a flying officer and train to become an Air Force pilot or navigator. He may serve instead in one of many other specialties, depending upon his academic background and personal preference. Distinguished Air Force ROTC graduates may apply for Regular Air Force commissions. Those who enter active duty in a Reserve status may later be selected

for a regular commission. Graduates may apply for training leading to advanced degrees in most professional, scientific, and engineering fields, including law, medicine, and the ministry.

Students participating in these ROTC programs may be deferred from induction under the Selective Service Act so long as they maintain satisfactory academic averages and continue to demonstrate potential ability to become commissioned officers.

Army ROTC students who are commissioned must agree to serve at least two years on active duty if called and to remain in the Reserves for an additional four years. Graduates in excess of Army active-duty requirements receive six months of active-duty training and remain thereafter in the Ready Reserve until the eighth anniversary of their commissioning. Veterans are obliged to attend only the Branch Officer Schools.

Air Force ROTC graduates electing pilot or navigator training serve on active duty for four years following completion of basic flight training and thereafter for one year in the inactive Reserve. All other Air Force ROTC graduates serve four years on active duty and two years in the inactive Reserve.

Veterans are not obligated for active duty. Graduates of both programs may be deferred from call to active duty if upon commissioning they indicate an intention to pursue graduate study.





Campus Life

A COLLEGE campus is a community. It is a unique community, for all its members, activities, and facilities are there for a single purpose: to promote the student's liberal education.

The most important aspect of life within the Gettysburg College community centers around the libraries and classrooms, for these are most directly related to the student's intellectual growth. But the other aspects of the community—its living and dining facilities, religious activities, lectures, musical and dramatic groups, newspaper and radio station, organizations, and athletic activities—all make their contribution too. For a liberal arts education directly or indirectly involves all phases of man's life, his spiritual, physical, and social life, as well as his intellectual life.

Living within a college community is exciting. The student is challenged. He thinks, he acts, he learns. It is for him, the student, that the community exists.

LIVING ACCOMMODATIONS

In a college community an important part of the total education takes place in the dormitories and other residence buildings. A college room is a study. Here the student does much of his class preparation and reading. A college room is also a place to rest. A dormitory, however, provides more than facilities for study and rest. Here students learn to live together and to respect the views of others. Here students talk freely with each other; in these conversations they gain experience in expressing their own opinions and in listening to and evaluating the opinions of their contemporaries. Here students learn that there are many views to take of a problem, views that are both enhanced and hindered by their fellow students' personalities, insights, and prejudices. For in a college residence, a student associates closely with others who have different social and economic backgrounds and who have different talents and special interests.

Dormitories At Gettysburg the majority of the students live in College dormitories, most of which are new, modern, comfortable buildings. In each dormitory there is a lounge in which students may relax or meet callers. Under the guidance of carefully selected student counselors, the residents make every effort to solve their own living problems. A head resident is available in each of the women's dormitories to help the girls in any way she can. Each fall the residents elect officers, who work with the counselors and head residents to solve dormitory problems, and to plan improvements and activities. These officers represent their dormitories on campus governing councils.

Fraternity Houses On and surrounding the Gettysburg College campus there are thirteen fraternity houses for upperclass members. These houses provide living, study, and eating facilities for the members of each social group. Each house has a housemother, who acts as a hostess for the house and as a chaperon at dinner parties and social affairs.

Rooms All women in the campus community are required to live in a dormitory unless they have special permission from the Dean of Students. Some of the men students live in rooms off campus which have been approved by the Dean of Students. Most of these rooms are located in near-by private homes.





DINING ACCOMMODATIONS

All women students, except those living at home, and all entering freshmen are required to take their meals in the College Dining Hall. Fraternity pledges are permitted to eat the evening meal and Sunday noon meal in their fraternity houses. The Dining Hall is an air-conditioned one-story brick building, which can accommodate 750 people at one sitting. Breakfast and lunch are served cafeteria style; dinners are served family style two times a week.

RELIGIOUS LIFE

One of the principal objectives of Gettysburg College is to provide an environment in which the students may grow spiritually. In college a student may encounter new ideas and concepts which stagger and confuse him. These ideas should not destroy his faith, but should make him think about a faith he may previously have taken for granted, a faith which is a remnant of childhood instead of a mature, vital part of his adult life. The intellectual life and the religious life of the College are united—as they should be in the student as well. In the College community students are encouraged to discuss religious problems, to resolve questions, to establish a firm, vital, and mature Christian faith.

Students are encouraged to worship regularly in the churches of the local community. All Gettysburg churches welcome College students; many invite them to join special College groups at the church for fellowship and discussion.

The College also offers opportunities for worship on campus in Christ Chapel. On three weekday mornings, the College Chaplain leads services which are open for all students and faculty who wish to attend. For these worship services the Chapel Choir provides the music. The Chaplain also conducts Sunday morning services from time to time throughout the year. Because students often desire a few minutes of quiet meditation and prayer, Christ Chapel is open each evening Sunday through Friday between 10:00 and 10:30. Any student may enter and leave the chapel as he pleases during this time. The sanctuary is lighted only by the altar candles; a student organist plays softly.

Christ Chapel symbolizes the importance of religious life at Gettysburg College. It has a seating capacity of 1250, and thus enables two-thirds of the student body to participate in worship services at one time. In Christ Chapel the College Chaplain and the Student Christian Association have their offices.



Student Christian Association The Student Christian Association, a fellowship of students and faculty dedicated to the development of the Christian faith, welcomes into its membership all students regardless of denominational affiliation. This interdenominational group offers students an opportunity to develop and share their Christian faith in a program of fellowship, worship, and service. Founded in 1867, it is a vital campus organization. It has a wide variety of projects including weekly meetings, daily devotions, forums, lectures, discussion and study groups, publications, social service activities, and conferences. One of its most important projects is planning and conducting Religious Emphasis Week. It also sponsors publication of *The Junto*, a biweekly periodical designed to be a forum for free discussion of religious issues, campus affairs, political affairs, and social questions. The Student Christian Association is guided by four elected officers, a cabinet of ten appointed committee chairmen, three faculty advisers, and the College Chaplain.

Religious Emphasis Week Each year three or four days during February are set aside for Religious Emphasis Week. This observance focuses campus attention on contemporary religious problems. During REW week, outstanding religious leaders, laymen as well as clergymen, give lectures, lead discussions, and hold forums. Students and faculty take part in these discussions and forums. The College choirs participate in the programs. The Owl and Nightingale Players, the campus dramatic organization, often presents a play which it feels will pose questions all with religious concerns should consider. The College recognizes this week as a high point of the school year, as a time for strengthening the religious life of both students and faculty. It is considered not as a week in which all the campus community emphasizes religion so all will have fulfilled their religious obligations for the year, but as a week which gives renewed vitality to the spiritual life of the campus.



STUDENT GOVERNMENT

A vital part of any community is, of course, its government. The students of Gettysburg College are proud of the provisions for self-government which exist on the campus—a condition which reflects the faculty's and administration's belief in democratic action and in the maturity of students. A liberal arts education should help develop a person's critical sense, his ability to reason and to think for himself, and his ability to make wise and thoughtful decisions. One important application of this education lies in self-government. For to govern wisely a student must think critically and constructively, make sound decisions, and implement legislation through constructive means. Furthermore, self-government gives the student an opportunity to express opinions, to initiate action, and to practice being a good citizen of a community. A liberal education must help produce responsible citizens; self-government in a college community provides a practice ground.

It is important that each citizen of the college community accept his responsibility, for democratic government can be effective only when individual citizens accept their responsibilities. In a college community, then, a responsible student must participate in student government by exercising his right to vote for class officers, Student Senate executive officers, Honor Commission members, and other delegates; he must examine the proposals and action of his elected governing bodies; he must voice his opinions and submit his constructive criticisms in mature, legal ways; and he must show a willingness to support and participate in student affairs.

STUDENT SENATE

The Student Senate, the principal unit in student government at Gettysburg College, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in forming school policies and works to promote cooperation among administration, faculty, and students.



It conducts class elections, nominates candidates for outstanding awards, and plans and coordinates such campus activities as Father's Day, Mother's Day, and Homecoming. Members of the Senate represent the student body on several faculty committees.

The Student Senate is a representative body. The president and other officers are selected through campus-wide elections. Other members are delegates from the following groups: each social fraternity, each sorority, the independent men, the independent women, the Men's Dormitory Counselors, the Women's Student Government Council, the Interfraternity Council, and the Panhellenic Council.

One of the important functions of the Student Senate is to allocate funds from the Student Chest to student organizations on campus. The fee for this fund is included in the comprehensive fee.

The Student Senate also has over-all responsibility for such other functions of student government as the Honor Commission and the Student Conduct Committee.

The Honor Commission The Honor Commission, a board of nine students, and faculty advisers, promotes and enforces the academic honor system at Gettysburg College. The nine students, who must first meet certain qualifications, are elected by the student body. All reported honor code violations are tried before this commission.

The Student Conduct Committee This committee handles disciplinary cases within the student body, including all individual or group violations of College rules and civil laws. The committee is composed of the president and five members of Student Senate, and representatives from the Men's Dormitory Counselors, Women's Student Government Council, Interfraternity Council, and Panhellenic Council. Decisions of the Student Conduct Committee are reviewed by a faculty-administration Review Board, whose action is final in all cases.

WOMEN'S STUDENT GOVERNMENT COUNCIL

Every undergraduate woman is a member of the Women's Student Government Association. Each spring the women elect class representatives to the Women's Student Government Council, the executive body of the association. This council establishes and enforces the dormitory social regulations of the women students and sponsors a variety of campus activities.

INTERFRATERNITY COUNCIL

The responsibility for governing the fraternity system of Gettysburg College is assumed by the Interfraternity Council, an organization composed of one representative and one alternate from each social fraternity. This council formulates and administers general policies by which all the fraternities on campus abide. It also serves as a representative of the social fraternal groups to the student body, the College, and the community. During the school year it sponsors campus activities such as the IFC Ball and IFC Weekend.

PANHELLENIC COUNCIL

The responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, on which each social sorority is represented by an alumna and two student representatives. This Council establishes and enforces the "rushing" regulations, it functions as a governing body in all matters involving sororities and intersorority relations, and it fosters harmony between sorority and independent women.

CULTURAL ACTIVITIES

LECTURES

The citizens of a college community must constantly be aware that they are living in an active, changing world, a world teeming with new ideas and new discoveries. And its citizens must not forget that this world is one which has been shaped and influenced by the past. Through its lecture program, which complements classroom study, the College brings to campus each year well-known scholars, travelers, and outstanding figures in public life. These speakers introduce students to new ideas and concepts; they awaken them to contemporary problems; they stimulate interest in literary, historical, scientific, and political questions. Through its lecture series, the College hopes to extend the student's view beyond the classroom, beyond the confines of the College community.

The Robert Fortenbaugh Memorial Lectures on the Civil War In 1957, on the 125th anniversary of the founding of Gettysburg College, the College inaugurated a series of lectures on the American Civil War and dedicated them to the memory of Dr. Robert Fortenbaugh (1913), who served the College for 33 years as chairman of the Department of



Above: Congressman (and Republican gubernatorial candidate) William W. Scranton answers a question posed following his appearance at a student assembly. Right: H. D. F. Kitto accepts a cup of tea after delivering a lecture during his stay as a Phi Beta Kappa Visiting Scholar. Below: Bruce Catton chats with History majors following the 1962 Robert Fortenbaugh Memorial Lecture.



History. Each year an authority on the period lectures on some phase of American life a century ago. These lectures, presented in November to coincide with the anniversary of Abraham Lincoln's visit to Gettysburg to dedicate the National Cemetery, are open to the public.

Stuckenberg Lectures A bequest of \$1,000 from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture on some phase of Sociology from the standpoint of Christian Ethics.

Bell Lectures A fund of \$2,000 from the estate of the Rev. Peter G. Bell (1860) was given to the College for the establishment of a lectureship on the claims of the gospel ministry on college men. The main object of this foundation is "to keep before the students of the College the demand for men of the Christian ministry and the conditions of the age qualifying that demand."

John B. Zinn Seminars These seminars have been established by the Chemistry Department in honor of John B. Zinn (1909), Professor of Chemistry, Emeritus. Men of outstanding ability in the field of Chemistry are invited to present seminars on topics of current interest to the students, faculty, and invited guests.

MUSICAL ACTIVITIES

Each year the College in cooperation with the Music Department and the citizens of Gettysburg brings good music to the campus community. The musical activities give an opportunity for those with special musical talent to develop that talent and to share it with others. They also provide an opportunity for those who enjoy music to hear outstanding performances by students and musicians who have received national and international recognition. Furthermore, these musical activities provide an opportunity for all to live in an environment where good music is performed, with the hope that many who have not had the opportunity before will develop an interest in and an appreciation of music.

The Gettysburg College Choir The Gettysburg College Choir has received national recognition. This choir of approximately sixty men and women appears at special services and gives concerts on campus throughout the year. Each year it makes a ten day tour, presenting concerts in churches and schools. Auditions for the College Choir

are held at the beginning of each school year at which time members are selected for voice quality, trueness of ear, musical feeling, and general musical intelligence.

Chapel Choir The Chapel Choir, open to all students interested in singing, performs at chapel services and at special services and concerts during the year.

Bands Each September, tryouts are held for the Gettysburg College Marching Band and for the Concert Band. The Marching Band of sixty students plays at football games, pep rallies, and parades. The





Concert Band of forty students presents concerts during the second semester at the College and in surrounding communities.

Orchestra The Gettysburg College Orchestra performs in recital and concert during the school year.

The Music Department presents voice and instrumental recitals by students and faculty members. It also sponsors music workshops for musicians of the surrounding communities and Gettysburg College students.

DRAMATICS

The Owl and Nightingale Players present each year a series of major dramatic productions which combines the best in modern drama with established classics. Interested and talented students are afforded the opportunity to act and to design and execute settings, lighting, and costumes for each production. Additional opportunities to act as well as direct are afforded in the Laboratory Theater, which each month offers an evening of experimental drama.





STUDENT COMMUNICATION MEDIA

Every community needs means of keeping its members in contact with each other and with the rest of the world. On the Gettysburg campus students receive world and campus news, information, and opinions through the campus newspapers and radio station; they read ideas and opinions of their contemporaries in the College literary magazine and scholarly journal; they receive a record of their yearly activities through the College yearbook. These media not only inform the members of the community, but they also offer them an opportunity to practice expressing their ideas effectively and to learn the practical aspects of working with newspapers, radio stations, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students, who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning the faculty, student body, and campus activities.

The Mercury The campus literary magazine is published three times a year. The poems, short stories, essays, and illustrations published in *The Mercury* are contributed mostly by students, although faculty members also make contributions. The editorial staff of students encourages creative writing within the campus community.

1962 Calendar

January 5	Film Series. <i>Brink of Life</i> (Swedish)
January 11	Assembly. Dr. Fern C. Stukenbroeker, special agent for the Federal Bureau of Investigation.
February 2	Film Series. <i>The White Reindeer</i> (Finnish)
February 4	Community Concert. Donald Gramm, tenor
February 8	Assembly. William York Tindall, Professor of English at Columbia University
February 10	Concert. Gettysburg College Choir
February 15	Assembly. Albert-Christ Janer, Dean of the Art School of Pratt Institute
February 25-28	Religious Emphasis Week. Main Speaker: Julian H. Hartt, Noah Porter Professor of Philosophical Theology at Yale Divinity School. Movie: <i>The Prisoner</i> . Art Exhibition
March 1	John B. Zinn Seminar. William A. Mosher, Professor of Chemistry, University of Delaware
March 2	Film Series. <i>Gervaise</i> (French)
March 15	Assembly. William Oltmans, permanent correspondent at the United Nations for <i>Virg Nederland</i>
March 17	Concert. Earlham College Choir
March 18-30	Art Exhibit. Paintings and drawings by Neil Anderson; prints by Jack Orman
March 22	Assembly. George Cressey, Phi Beta Kappa Visiting Scholar and Maxwell Professor of Geography, Syracuse University
March 22	Contemporary Civilization Film. <i>Richard The Third</i>
March 26	Chi Omega Cultural Speaker. Donald Flaherty, Associate Professor of Political Science, Dickinson College
March 28	Concert. University of Maryland Modern Dance Concert
March 29	Assembly. Edward Tomlinson, Commentator
March 29	Stuckenberg Lecture. Charles Kepner, Chairman of Department of Sociology and Anthropology, Dickinson College
March 29	Contemporary Civilization Film. <i>The Triumph of the Will</i>
March 30	Lecture. Edgar Snow, Veteran American journalist
March 31	Concert. Gettysburg College Concert Band
April 5-7	Owl and Nightingale Players. <i>Krapp's Last Tape</i> and <i>The Chairs</i>
April 6	Founder's Day Assembly. Walter H. Brattain, Research physicist of Bell Telephone Laboratories
April 8-22	Art Exhibit. Royce Dendler, senior art major
April 8	Concert. Chapel Choir. Faure's <i>Requiem</i>
April 10	Concert. Riverside Chamber Singers
April 12-14	Owl and Nightingale Players. <i>South Pacific</i>
April 13	Community Concert. Beaux Arts Trio
April 28	Inauguration. President C. Arnold Hanson
May 3	Assembly. Senior Honors Day. William H. Kadel, President, Florida Presbyterian College

ural Events

June 3	Baccalaureate. Harry F. Baughman, President, Gettysburg Lutheran Theological Seminary
June 3	Commencement. Donfred H. Gardner, Vice President and Dean of Administration, University of Akron
September 13	Opening Convocation. President C. Arnold Hanson
September 16	Art Exhibit. Drawings by David Amland
September 20	Assembly. Dean John W. Shainline
September 21	Film Series. <i>I'm All Right Jack</i> (English)
September 27	Assembly. William Scranton, Republican Candidate for Governor
September 28	Lecture. Wing Tsit-Chan, Professor of Chinese Culture and Philosophy, Dartmouth College
October 2	Assembly. Richard Schier, Associate Professor of Political Science, Franklin and Marshall College
October 5	Film Series. <i>Ballad of a Soldier</i> (Russian)
October 11	Academic Honors Day. William C. Waltemyer, Professor Emeritus of English Bible at Gettysburg College
October 18	Art Exhibit. The Medieval World
October 24	Community Concert. Jorge Bolet, Pianist
October 25	Assembly. James M. Cox, Associate Professor of English, Indiana University
October 25-27	Owl and Nightingale Players. <i>Darkness at Noon</i>
November 1	Lecture. Dorothy E. Miner, Librarian of manuscripts at the Walters Art Gallery, Baltimore
November 2	Film Series. <i>The Men Who Tread on the Tiger's Tail</i> (Japanese)
November 2	Concert. Phyllis Triolo, Pianist
November 6	Lecture. Sripati Chandra-sekhar, Director of The Indian Institute for Population Studies at Madras, India
November 8	Assembly. Nila Magidoff
November 8	Contemporary Civilization Film. <i>Seventh Seal</i> (Swedish)
November 9	Concert. The Four Lads
November 16	Film Series. <i>The Sheep Has Five Legs</i> (French)
November 17	Robert Fortenbaugh Memorial Lectures. Bruce Catton, Historian and editor of <i>American Heritage</i>
November 18	Assembly. Bruce Catton
November 26-	
December 15	Art Exhibit. Ceramics by David Jones
November 28	Community Concert. The Vargas Ballet Espanol
November 29, 30,	Delta Phi Alpha and Owl and Nightingale Players. <i>Faust I</i>
November 29, 30	John B. Zinn Seminar. Charles C. Sweeley, Graduate School of Public Health, University of Pittsburgh
December 4	Assembly. H. D. F. Kitto, Phi Beta Kappa Visiting Scholar
December 4	Concert. Mrs. H. D. F. Kitto, Pianist
December 8, 9	Concert. Gettysburg College Choir and Chapel Choir

The Gettysburg Review A scholarly journal fashioned after the academic quarterly reviews, this publication, sponsored by the Student Senate, publishes student papers of outstanding merit.

The Spectrum The College yearbook records many phases of College life. The yearbook, like the other publications, is staffed entirely by students. *The Spectrum* offers opportunities for students interested in feature and sports writing, editing, layout, photography, typing, and advertising. A copy is distributed to students in the spring each year.

WWGC The College radio station is the voice of the campus. Student managed and staffed, it broadcasts a variety of programs throughout each week from its fully equipped studios in the Student Union Building. WWGC is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising.



STUDENT ORGANIZATIONS AND ACTIVITIES

HONORARY ORGANIZATIONS

A college community is primarily a community of scholars who pursue the goals of a liberal education and develop proficiency in a particular field of interest. In such a community, all scholars are honored but especially those who have achieved high academic performance. An honorary society, as the term implies, honors scholars, and membership in it also carries honor. These societies, some national and some local, have been established to recognize individual scholastic achievement and to motivate students to achieve academic excellence. Although honorary organizations differ in their specific requirements for membership, most of them require academic competence in general plus academic excellence in one particular field.

PHI BETA KAPPA

Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is the highest academic honorary fraternity. Not over ten per cent of the senior class may be elected to membership each year. Candidates for Phi Beta Kappa must be candidates for the Bachelor of Arts degree. These candidates must show promise of both intellectual and moral leadership. They must evidence a broad general culture as well as possess a distinguished academic record. Gettysburg College faculty members who are members of Phi Beta Kappa elect students to the Gettysburg College Phi Beta Kappa chapter.

NATIONAL HONORARY AND PROFESSIONAL FRATERNITIES AND FRATERNAL SOCIETIES

Alpha Kappa Alpha: society for students of Philosophy

Alpha Psi Omega: national society for dramatic students

Arnold Air Society: a military society for students excelling in Air Force ROTC

Beta Beta Beta: a society for students of Biology

Delta Phi Alpha: a German language society

Eta Sigma Phi: an undergraduate fraternity for students of the classics

Kappa Delta Epsilon: a professional Education society

Kappa Phi Kappa: a professional Education fraternity

Lt. Charles Fite Company, Association of the United States Army: military society for students in Army ROTC

52 *Student Organizations and Activities*

Music Educators' National Conference: organization for music educators

Phi Alpha Theta: fraternity for majors in History

Phi Sigma Iota: society for students of the Romance Languages

Pi Delta Epsilon: journalistic society

Pi Lambda Sigma: fraternity for majors in Political Science and Economics

Psi Chi: organization for students in Psychology

Scabbard and Blade: military society for students in Advanced Course of Army ROTC

Student Pennsylvania Education Association—National Education Association: professional organization for students planning to teach

Student Section, American Institute of Physics: an association for students interested in Physics

LOCAL HONORARY SOCIETIES

Gettysburg Honor Society: a society comprised of students excelling in scholarship and extracurricular activities who, in association with the faculty, are dedicated to a superior Gettysburg College

Sceptical Chymists: an organization of students in Chemistry

OTHER ACTIVITIES

Within the College community each student should be able to find one activity which interests him. By participating in certain chosen activities, a student is able to develop and express talent, and to practice working with members of a group to achieve a common goal. Some of the activities which have not been mentioned previously are:

Alpha Phi Omega

Booster Club

Caucus Club

Cheerleaders

Chess Club

Church Vocations Fellowship

Drill Teams

Air Force ROTC and Army ROTC

Debate Council

Gavel Club

G-Club

Independent Men

Independent Women

Le Cercle Français

Outing Club

Physical Education Majors Club

Premministerial Association

Sociology Club

Spanish Club

Women's Athletic Association

STUDENT UNION BUILDING

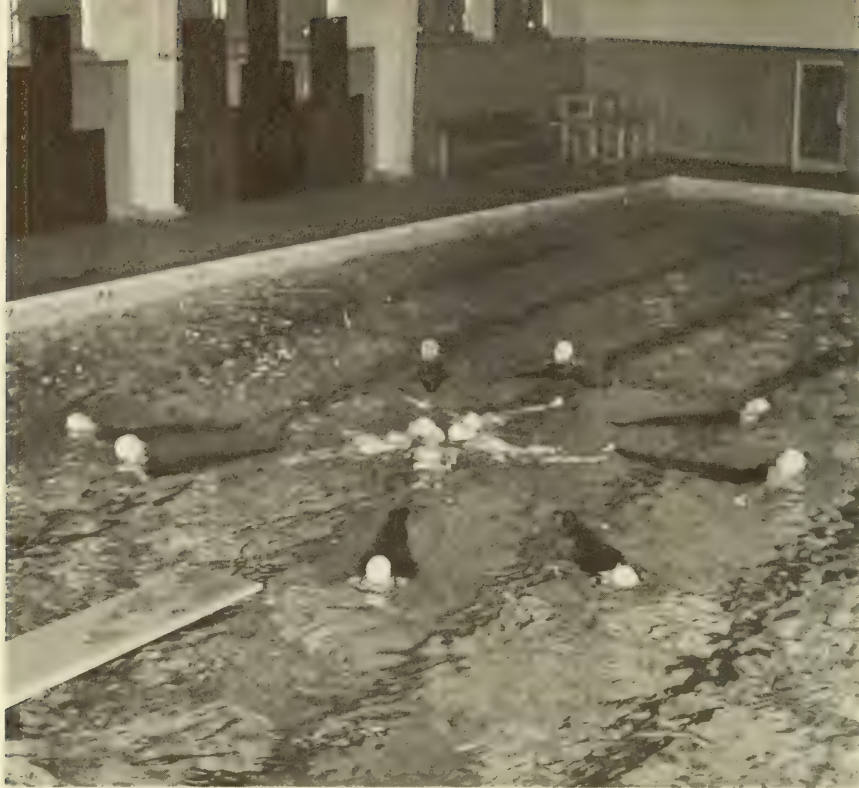
Many of the campus activities take place in the Student Union Building, commonly known as the SUB. This building fills such a variety of needs that almost every member of the campus community visits it several times during an average week.

On the first floor of the SUB is a snack shop and cafeteria, known on campus as the Bullet Hole. In one wing is an auditorium which serves a variety of purposes. As an auditorium, with a seating capacity of 2,000, it is used for student assemblies, plays, concerts, and movies. With the chairs removed, it may be used as a ballroom. Here such college dances as the annual IFC Ball and the Military Ball are held. Also located on the first floor is the College Bookstore, where students may buy their textbooks, school supplies, and notions. On this floor, too, is a United States Substation Post Office, where students receive their mail in individual post office boxes. On both the first and second floors are large student lounges.

On the second floor of the building are meeting rooms where student organizations and seminars meet. Just off the second floor lounge are soundproof listening rooms and study rooms. Also on this floor is a barber shop.

Within the Student Union Building there are many recreational facilities such as a bowling alley equipped with automatic pin setters, a swimming pool with spectator bleachers and locker rooms for men and women, a game room and a card room, ping pong tables, and a television room.





The student communication media have their offices here. From second floor studios WWGC broadcasts. *The Gettysburgian* and *The Spectrum* have their offices and workrooms in a special first-floor wing.

The activities which take place within the SUB are coordinated by a Student Union Board, composed of nine students, a faculty adviser, and the Director of the Student Union Building. Its committees plan, coordinate, and publicize activities and facilities. Some of the responsibilities of the Board include offering a film subscription series which brings to the campus outstanding foreign and domestic films, planning social events, improving facilities, publicizing all events which take place within the building, publishing a student handbook which acquaints new students with the facilities available to them in the SUB, and providing hostesses and guides to conferences which meet within the Student Union Building.

SOCIAL FRATERNITIES AND SORORITIES

On the Gettysburg College campus there are thirteen men's social fraternities and seven women's social fraternities, generally called sororities. All of these groups are nationally affiliated. These fraternal

groups extend invitations for membership each fall after a "rushing" period. The fraternities are social in nature and provide an opportunity for members of the campus community to live in close association with other members of a group who have common ideals and who have pledged a common loyalty. About two-thirds of the men and women students are affiliated with fraternities. Each of these groups recognizes that the primary purpose of College is academic. Thus, each fraternal group encourages scholarship and sets certain academic standards for initiation.

Women's Fraternities and Sororities

Alpha Delta Pi	Chi Omega	Phi Mu
Alpha Xi Delta	Delta Gamma	Sigma Kappa
	Gamma Phi Beta	

Men's Fraternities

Alpha Chi Rho	Phi Delta Theta	Sigma Chi
Alpha Tau Omega	Phi Gamma Delta	Sigma Nu
Kappa Delta Rho	Phi Kappa Psi	Tau Kappa Epsilon
Lambda Chi Alpha	Phi Sigma Kappa	Theta Chi
	Sigma Alpha Epsilon	

ATHLETICS

Since ancient Greece, liberal arts educators have recognized the importance of sports and planned physical recreation, for they have realized that students should develop fit bodies as well as keen minds. On the Gettysburg College campus there is a full program of intercollegiate and intramural athletics for both men and women. It is therefore possible for all students of the College community to participate in some supervised sport. For those who display outstanding athletic skills there are the varsity teams. For those students not on varsity squads there is the opportunity to participate in the intramural program for which competitive teams are organized from the fraternities, sororities, and non-fraternity groups. Students are admitted to all athletic contests on campus by showing their College identification card.

INTERCOLLEGIATE ATHLETICS

Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Middle Atlantic States Athletic Conference.

The intercollegiate program for men includes football, soccer, cross country, basketball, wrestling, swimming, baseball, track, tennis, and rifle teams.

The program of intercollegiate athletics for women includes field hockey, basketball, and tennis.

INTRAMURAL ATHLETICS

The men's intramural program is organized by the Health and Physical Education Department. Student representatives help plan and promote the program, which includes twelve activities: touch football, soccer, cross country, basketball, volleyball, swimming, bowling, table tennis, chess, badminton, tennis, and softball. Members of the Physical Education Club officiate at all intramural contests.

The intramural program for women is conducted by the Director of Women's Physical Education, with the assistance of representatives from the Women's Athletic Association, an organization which includes all women students. Like the men's intramural program, the women's intramural program endeavors to maintain interest in sports and to





promote good sportsmanship. Field hockey, basketball, volleyball, swimming, bowling, table tennis, softball, and tennis are the planned athletic contests.

STUDENT SERVICES

STUDENT HEALTH SERVICE

Because the College feels that it should be informed adequately concerning the state of health of each new entrant as soon as he joins the College community, it requires each applicant for admission to submit to the Dean of Students a medical report from his family physician. On the College medical form parents and family physicians should include a complete medical history so that the College Medical Director will have access to accurate information before and during treatment of students.

The College maintains a Health Service for the benefit of all students. An agency of this service is a well-equipped College Infirmary. This Infirmary has twelve double rooms for in-patients, a two-bed isolation room, a kitchen, and treatment, examining, and consultation

rooms, plus nurses' quarters. A staff of registered nurses, a medical technician, and a full-time Medical Director provide twenty-four hour service during the school year for those students requiring medical attention.

The College Health Service provides treatment in the Infirmary of minor medical ailments contracted while the student is at the College, routine care of chronic illnesses, and treatment of minor injuries such as sprains and small lacerations. Simple drugs and dressings are provided by the College; other, more expensive, medication is at the student's expense. Students with major illnesses or injuries are referred to specialists or are admitted to the local hospital.

Routine laboratory tests, periodic follow-up examinations recommended by family physicians, and physical examinations for athletic activities are performed in the Infirmary. Some forms of physiotherapy are available in the Infirmary or, as advised by the Medical Director, in the Physical Education Department. The Medical Director recommends consultation with specialists, X rays, and major laboratory tests only when needed to establish diagnosis.

COUNSELING

Faculty members give their time freely to advise students concerning class work, course planning, and career possibilities, including preparation for graduate school.

In addition, the College provides a special counseling service under the direction of the Dean of Students. The Counseling Psychologist and the Clinical Consultant, who is a certified psychiatrist, are available to help students with emotional problems. Students may seek this service voluntarily, or they may be referred to it by advisers or other faculty members.

PLACEMENT

Life for students in a college community is only a temporary one, for students look forward to entering a graduate or professional school, taking a position in business, or teaching. The College makes every effort to assist its students make this transition. Through placement bureaus and faculty advisers the College helps students find suitable jobs or continue their formal studies.

Teacher Placement The College maintains a free Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating properly qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

College Placement The College operates a general placement service for its students and alumni. The Director of Guidance and Placement, in cooperation with the Dean of Students, arranges for employment personnel of many business and industrial organizations to meet students for personal interviews. In the Office of the Director of Guidance and Placement there is a library of material on career possibilities in business and the professions. Students who wish aid in securing placement should register with the Director of Guidance and Placement early in their senior year.

Departmental Placement The administration and major advisers informally assist students in securing employment or placement in graduate school. The Director of Guidance and Placement has a wide selection of graduate school catalogues for student reference. Three times a year



the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school.

STUDENT CONDUCT

Every community has certain regulations and traditions which each citizen is expected to abide by and uphold. A college community is no exception. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education. Consequently, the student who fails to contribute to the Gettysburg College community or who fails to support its objectives forfeits his right to continued membership in it. The College reserves the right to dismiss summarily any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he has paid.

At the beginning of each school year the Dean of Students issues an official *Summary of Regulations*, a statement of many of the academic and social rules in effect in the College. Since each student is responsible for observing these rules, each should become thoroughly familiar with this statement.

Before a student decides to apply for entrance into Gettysburg College, he should be aware of some of these rules governing student conduct.

ALCOHOLIC BEVERAGES

The possession or use of alcoholic beverages on College property, including fraternity houses, or at College functions is prohibited.

AUTOMOBILES

Neither freshmen nor sophomores are permitted to have automobiles on the campus or in the community of Gettysburg. Students who are permitted to have automobiles are required to register them with the Dean of Men and obey the regulations governing their use.

STUDENT MARRIAGES

Any student under the age of twenty-one who plans to marry must, at least two weeks before the marriage, satisfy the Dean of Students

that the parents or guardians of both parties have consented to the marriage. Students violating this rule are subject to disciplinary action.

DISCIPLINARY PROBATION

Any student who is found guilty by the Student Conduct Committee of violating College rules or civil laws may be placed on disciplinary probation by the Dean of Students.

FACILITIES

The campus of Gettysburg College is over a century and a quarter old. until 1952. Stevens Hall was built in 1868 for the old preparatory de-housed the President, students, classrooms, and library. The White House, completed in 1860, was the residence of the College's presidents until 1952. Stevens Hall was built in 1868 fo rthe old preparatory department of the College. Among the other major buildings Glatfelter Hall was completed in 1889, Brua in 1890, and McKnight in 1898. Huber Hall was built in 1917. Several of these buildings have been recently remodeled to provide up-to-date academic facilities.

Four campus buildings are the product of the 1920's: Weidensall Hall (1922), Breidenbaugh Science Hall (1927), Eddie Plank Memorial Gymnasium (1927), and Schmucker Memorial Library (1929). The





postwar building program began with Hanson Hall (1950) and has continued with Christ Chapel (1953), Stine Hall (1956), Rice and Paul Halls (1957), Emma G. Musselman and North Dormitories and the Dining Hall (1958), Dormitory D and the Student Union Building (1959), the Sieber-Fisher Infirmary (1960), the Physics Laboratory (1961), and the Physical Education Building (1962).

This program of construction and renovation has provided the College with excellent facilities for a thriving academic community. A considerable part of the financial support for this program has come from The Woman's League of Gettysburg College. The campus itself symbolizes the aims of the College—to retain the best of the past, to provide for the present, and to plan for the future.

LIBRARIES

Schmucker Memorial Library, remodeled and enlarged in 1961, is the College center of academic life. With well over 100,000 volumes supplemented by documents and pamphlet files, the library also receives more than 600 current periodicals.

The audio-visual department maintains a large record collection on open shelves for general circulation, and a growing file of microcards,

microfilms, slides, filmstrips, and tape recordings with corresponding equipment for viewing and listening. It is also the service center for audio-visual materials used in the classrooms.

Special collections include the Zimmerman Collection of general literature, history, and biography; the Arensberg Collection of works on Napoleon; the Parkin Collection on World War I; the Warthen Library of eighteenth century literature; a documentary collection of the military history of World War II; and a growing collection of works on Oriental cultures to undergrid the extensive Kramer-Hampshire Oriental Art Collection of jades, ivories, semiprecious gem stones, porcelains, and paintings housed in the library.

Individual study carrels in the open-shelf stack areas complement large and small reading rooms located on three floors adjacent to the stacks, to accommodate over 600 readers.

Chemistry and physics departmental libraries are housed near their respective laboratories.

THE GETTYSBURG COLLEGE CIVIL WAR INSTITUTE

A small building houses the College's collection of American Civil War material. The College Historian also has his office in this building. The material in this collection, much of it primary source material





not available elsewhere, is not limited to the Battle of Gettysburg. The Institute welcomes all Civil War scholars but also encourages Gettysburg College students to do research work here.

CLASSROOM BUILDINGS

Glatfelter Hall, an imposing stone building recognized by its tower and clock, remains the major classroom building on campus. McKnight Hall is the center of language study with a fully equipped language laboratory. Weidensall and Stahley Halls are classroom and office buildings. From Brua Hall comes the sound of music, for in this building the Music Department has its studios, classrooms, and recital hall. In the Air Science Building the Air Force ROTC detachment has its headquarters and classrooms.

In Breidenbaugh Science Hall are the lecture halls, classrooms, and laboratories of the Chemistry Department. Similar facilities are housed in the new Physics Laboratory.

The facilities of the Army ROTC and of the women's athletic program are located in the Eddie Plank Memorial Gymnasium. In the Physical Education Building, which is the center for the men's athletic program, there is a large court for the playing of all indoor sports.

Near the gymnasium are three athletic fields: Memorial Field, a combination field for football and track; the Ira Plank Memorial Baseball Field devoted exclusively to intercollegiate baseball games; and an Intramural Field, which contains tennis courts, and soccer, lacrosse, softball, football, and hockey fields.

ADMINISTRATIVE OFFICES

The President of the College, the Personnel Deans, and the Registrar have their offices in Glatfelter Hall. The Dean of the College and the Dean of Admissions have their offices in The White House. The Business Office is centrally located on campus in a small stone building which was formerly the Sigma Chi fraternity house. The Office for Development, the Publicity Office, and the Alumni Office are located in the Eddie Plank Memorial Gymnasium. The Guidance and Placement office is in Pennsylvania Hall (Old Dorm).

The President's House, formerly used as the on-campus residence of the President of the College, has recently been renovated to provide adequate office facilities for former President of the United States Dwight D. Eisenhower.

LIVING AND DINING FACILITIES

The women's dormitories are grouped together on the northeast corner of the College campus. Hanson Hall forms the western portion of a quadrangle of women's dormitories, while Huber Hall forms the eastern terminal. The Emma G. Musselman and North Dormitories are located between Hanson and Huber Halls and form sides of the quadrangle. Each of these units has attractive rooms for its residents, lounges and recreational rooms, and an apartment for the head resident. To the south of Huber Hall is Stevens Hall, which has recently been refurnished to provide comfortable accommodations.

There are also five dormitories for men. Stine Hall forms the western end of a quadrangle of buildings which includes the Breidenbaugh Science Hall, Rice Hall, and Paul Hall. Dormitory D is located west of the Student Union Building. Each of these dormitories provides residents with double rooms, a lounge, and tiled baths. A few men students have dormitory rooms in Pennsylvania Hall (Old Dorm).

Christ Chapel, the College Dining Hall, the Sieber-Fisher Infirmary, and the Student Union Building are located near the living area on campus.



Admission

ADMISSION TO Gettysburg College is now strongly competitive. Although the College has recently expanded and improved its facilities, it believes that its purposes can best be achieved if it maintains its character as a relatively small church-related school. The requirements for admission are designed to enable the College to select students who will best contribute to and benefit from such a community of learning.

REQUIREMENTS FOR ADMISSION

The Admissions Staff considers each applicant individually, using as its criteria of selection the following:

1) *Evidence of good moral character and acceptable social habits.* A confidential statement from the counselor, headmaster, or principal assuring the committee of these qualities and giving an estimate of the student's maturity, motivation, and intellectual curiosity is a part of the high school transcript. The College relies also on recommendations from its alumni and friends in making an estimate of the applicant's potential as a contributing member of the College community.

2) *Evidence of academic attainment and ability.* Graduation from an approved secondary school with 16 standard units including 4 units of English, 1 of Elementary Algebra, and 1 of Plane Geometry or Intermediate Algebra is required. In addition, a minimum of 2 units of Natural Science, 2 of History, and 2 of one foreign language are strongly recommended.

Grades in academic courses, rank in class, distribution of subjects and, where applicable, participation in accelerated, enriched, and advanced courses, constitute an important part of the applicant's credentials. Superior facility in the use of the English language and a firm understanding of fundamental mathematical processes are essential to a fruitful college experience.

3) *Evidence of ability to do good college work as indicated by aptitude and achievement test results.*

ENTRANCE EXAMINATIONS

Gettysburg College requires that all candidates for admission take the Scholastic Aptitude Tests (the Morning Program) of the College Entrance Examination Board. The College strongly urges applicants to take the Achievement Tests (the Afternoon Program) in English and other subjects which the student may wish to continue in College. Although not required for admission the achievement tests are useful in the guidance program of the College and in the selection of freshmen courses.

High School principals and guidance counselors usually have complete information and application blanks for the College Board Tests. However, information brochures, application forms, and sample tests may be obtained by writing the College Entrance Examination Board, Box 592, Princeton, N. J., or Box 27896, Los Angeles 27, Cal. Scholastic Aptitude Tests, Achievement Tests, and the Writing Sample are given on the first Saturday in December, the second Saturday in January, the



first Saturday in March, the first Saturday in May, and the second Wednesday in July.

APPLICATION FOR ADMISSION

A student desiring to enter Gettysburg College should secure an application blank from the Dean of Admissions. After filling out the third and fourth pages of that form, he should ask his school to complete it and forward it to the Admissions Office.

A fee of \$10 must accompany the application. This fee is not refundable and is used to help defray the cost of processing the application.

PERSONAL INTERVIEW

Although not required, a visit to the campus and an interview with a member of the Admissions Staff is highly desirable. As a basis for the interview, students who have not previously presented an application for admission should prepare a list of subjects completed, grades earned, and the results of achievement and aptitude tests taken.

OFFERS OF ACCEPTANCE

THE EARLY DECISION PLAN

In order to help superior students who have already selected Gettysburg College as their first choice, an early decision acceptance based upon academic records and tests scores up to the end of the eleventh year is now available. Early decision applicants may present applications anytime between July 1 following the junior year and December 1 of the senior year.

Those who wish to be considered for acceptance by early fall should take the junior year College Entrance Examination Board Tests in March, May, or July. December examinations may be considered for the last of these decisions to be made about January 1. The early offer of acceptance is binding on the College upon payment of a nonrefundable advance fee of \$100 to Gettysburg College.

REGULAR OFFERS OF ACCEPTANCE

Most offers of acceptance are announced between the middle of February and the middle of March, after the receipt of senior College Board Scores and senior midyear grades. To be sure of maximum consideration, students should present applications by the first week in

February. It is also to the student's advantage to take the senior Scholastic Aptitude Test not later than January of the senior year.

The College reserves the right to cancel an offer of acceptance unless the candidate makes an advance payment of \$100 within fifteen days of the date of acceptance.

REFUNDS

No refunds are made under the early decision plan. After May 1 no refunds are made under the regular acceptance plan except through a previously made contractual agreement with the Dean of Admissions. Students accepted for entrance in February or June may be refunded the advance payment if they withdraw sixty or more days before the beginning of the term for which they are accepted.

Of the advance payment, \$75 is credited to the first semester's bill. The remaining \$25 is held as a deposit against minor charges such as laboratory breakage. Any unused portion is returned to the student when he graduates or leaves school.

DORMITORY ROOM RESERVATION

Dormitory room preference is given to students in the order of the receipt of the advance payment. Since there is some difference in the desirability of dormitory rooms, it is to the student's advantage to make the advance payment promptly. No room assignment will be made until this payment has been received.

ADMISSION WITH ADVANCED PLACEMENT

Gettysburg College participates in the Advanced Placement Program of the College Entrance Examination Board. Advanced placement or credit may be granted to students who have performed satisfactorily in college-level courses in secondary school and on the advanced placement examinations. These examinations are administered in the spring at centers announced by the College Entrance Examination Board.

Students who have completed approved accelerated programs may be considered for admission with advanced placement upon the recommendation of the secondary school.

ADMISSION OF TRANSFER STUDENTS

An applicant for admission as a transfer student must present a regular application, including secondary school records and test results, and an official transcript from all colleges and universities attended.

Gettysburg College requires approximately a B average in previous college work for the acceptance of transfer students. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College.

All transfer students must meet the requirements demanded of all members of the class into which they transfer. A student admitted as a sophomore must complete at least six full semesters and fulfill the sophomore requirement in physical education or military science. A student admitted as a junior must complete at least four full semesters at Gettysburg College. A transfer student must spend his senior year in residence completing at least two full semesters in order to receive a degree from Gettysburg College.

Transfer students with less than 45 semester hours of credit are required to take General Education 101-102 and 201-202. Those with at least 45 semester hours of credit but less than 75 semester hours are required to take General Education 201-202.

ADMISSION AT THE BEGINNING OF THE SECOND SEMESTER

Transfer students may be admitted at the beginning of the second semester. Methods and requirements for admittance are the same as for entering at the beginning of the regular academic year in September.

ADMISSION TO THE SUMMER SESSION

Students who are candidates for degrees at Gettysburg College are eligible to register for the Summer Session.

A student who is a candidate for a degree from another college may enter the Summer Session upon certification by the Dean of that institution that the applicant is a bona fide student and that the courses taken at Gettysburg College will be accepted for credit if they are passed with certifying grades.

Others applying for admission to the Summer Session only may be accepted upon presentation of official evidence of preparation to meet the regular admissions requirements. An application form is available from the Admissions Office.



College Expenses and Financial Aid

COMPREHENSIVE FEE PLAN

GETTYSBURG COLLEGE operates under the comprehensive fee plan for the regular school year. The student pays a fee which covers all academic expenses except books and private lessons in music.

The comprehensive fee allows a freshman or sophomore to take from 12 to 16 credit hours each semester in addition to the basic course in Physical Education, Military Science, or Air Science. Any freshman or sophomore pursuing studies which total more than 16 credit hours per semester must pay \$38.50 for each credit hour above the 16 hours permitted. The comprehensive fee allows a junior or senior to take from 12 to 18 credit hours each semester. Any junior or senior pursuing studies which total more than 18 credit hours must pay \$38.50 for each hour above the 18 hours permitted.

Comprehensive Fee	\$1,300
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BOARD

College Dining Hall	\$ 448
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ROOM RENTS

Women's Dormitories	
Cottages, Stevens Hall, and Huber Hall	\$ 250
Hanson, Musselman, and North Halls	300
Men's Dormitories	
Pennsylvania Hall (Old Dorm)	250
Stine, Paul, Rice, and D Halls	300



ESTIMATE OF TOTAL EXPENSE FOR AN ACADEMIC YEAR

	<i>Minimum</i>	<i>Liberal</i>
Comprehensive Fee	\$1,300	\$1,300
Board	448	448
Dormitory Room	250	300
Books and Stationery (estimated)	125	150
	\$2,123	\$2,198

This tabulation does not include laundry and personal expenses such as clothing, spending allowances, fraternity dues, and transportation.

PART-TIME STUDENTS

Any student who is not a candidate for a degree and who is taking a program of less than 12 semester hours is considered a part-time student, and will be charged at the rate of \$54 per credit hour.

PAYMENT OF BILLS

All College bills are due and must be paid in full before registration each semester. Each student will be billed for one-half of the yearly comprehensive fee, room rent, and board charge before the beginning of each semester. Checks should be made payable to Gettysburg College and sent to the Bursar, Gettysburg College, Gettysburg, Pa.

Of the advance payment of \$100 made under either the early or regular acceptance plans, \$75 is credited to the first semester bill and the

remaining \$25 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damage.

Every student in College is required to pay a fee of \$50 at spring registration. This amount is deducted from the student's first semester College bill. No refunds will be made after July 1.

No student will be permitted to be graduated, or receive a transcript of record or statement of honorable dismissal, until all financial obligations to the College and community have been met.

VETERANS ADMINISTRATION BENEFITS

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans Administration in accordance with the scale established by the law.

INSURED TUITION PAYMENT PLAN

The Insured Tuition Payment Plan of Boston is a combination of a prepayment installment plan covering four years of College expenses, and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education. It is available to all entering students through Mr. Richard C. Knight, 38 Newbury Street, Boston 16, Mass. Parents may write directly to Mr. Knight for information and contract. The Dean of Admissions will mail a brochure of information to all new students on or before June 1 of each year.

THE TUITION PLAN, INC.

Gettysburg College makes available to parents who find it necessary or more convenient to pay in monthly installments a source of credit, The Tuition Plan, Inc., of One Park Avenue, New York 16, N. Y. This plan is a lending agency and should not be confused with the Insured Tuition Plan. Through the Tuition Plan, Inc., contracts may be negotiated covering one, two, three, or four years' College expenses with payments spread over eight, twenty, thirty, or forty months respectively, with the multiple-year plan including the benefits of Parents Life Insurance. Information describing this plan will be mailed to all students during the summer months.

BOARD AND HOUSING ACCOMMODATIONS

All women students, except those living at home, and all entering freshmen are required to take their meals in the College Dining Hall. Fraternity pledges are permitted to eat the evening meal and the noon meal on Sunday in their fraternity houses.

All women students, all freshman men, and, as long as there is space available, all sophomore men are required to live in College dormitories, exceptions being made only for married students and those students living at home. Sophomores and juniors permitted to live off campus are subject to recall to a College dormitory at the end of any semester.

The College provides a single bed, a mattress, a dresser, a study desk, and a chair for each student. Pillows, linens, blankets, study lamps, draperies, and other accessories must be furnished by the student. A reputable laundry provides linen rental and service. Pictures and other decorations may be suspended only from the picture rails.

REFUNDS

No refunds of the comprehensive fee will be made except where a student has had to withdraw because of serious illness or call by Selective Service, in which case the fee will be refunded on a proportionate basis.

No refund of the board fee may be made unless authorized by the Business Manager.

Room charges are refundable only if a student leaves College because of serious illness or call by Selective Service, or finds a replacement who is willing to assume the remaining charge.

TRANSCRIPTS

Each student is permitted one free transcript of his full record upon graduation or withdrawal from College. Anyone desiring more than one must send his request to the Registrar and enclose payment of \$1 for each additional transcript requested.

COLLEGE BOOKSTORE

The Bookstore in the Student Union Building is operated by the College for the convenience of the students. Since it is operated on a cash basis, all students should be provided with \$50 to \$75 in cash each semester to purchase the necessary books and supplies.

Financial Aid

In granting financial aid to students, the faculty Committee on Scholarships and Financial Aid is governed primarily by academic ability, character, and need for assistance. Because the fundamental purpose of granting aid is to assist worthy students who otherwise could not attend College except by undue sacrifice on the part of the parents, the principal emphasis in a grant is on the need of the applicant.

Upon application, the children of Lutheran Church in America clergymen who qualify on the basis of academic ability, character, and need for assistance may be granted a discount in tuition.

Gettysburg College uses the scholarship services of the College Entrance Examination Board. All new applicants for aid should secure a College Scholarship Service form from their high school counselor. The Board forwards the financial information to the schools to which the applicant is applying for a grant-in-aid.

All new students who seek financial aid should present applications as soon as possible after applying for admission. Students already enrolled who have had a previous grant should secure a renewal blank from the Dean of Students and return it before April 1.



CONDITIONS OF A GRANT-IN-AID

- 1) Grants are awarded for one year at a time. Ordinarily they are renewable upon application if the original conditions continue.
- 2) Financial aid is never granted to a student for more than eight semesters. There are no grants available during a Summer Session.
- 3) Generally, no aid is granted to married students. If a student receiving aid is married while in College, aid is terminated at the end of the semester in which the marriage occurs.
- 4) A student receiving financial aid may not own an automobile and may not operate or maintain an automobile in the College community.
- 5) A student placed on disciplinary probation, convicted of an honor code violation, or guilty of violating the rule governing automobiles, loses his aid immediately. He will be eligible to apply for reinstatement of his aid the next semester.
- 6) A student suspended from the College for disciplinary reasons, honor code violation, or poor scholarship will not be eligible, upon his return, to receive aid for a period of one semester.
- 7) A student placed on academic probation loses his aid, except that a freshman placed on probation at the end of his first semester has the following semester in which to be removed from probation before being deprived of aid. A student placed on academic probation at the end of the second semester must be removed from probation during the Summer Session to be eligible for financial aid the next semester.
- 8) Financial aid may be awarded in varying amounts, but in no case does a free grant exceed \$1,000 or the combination of free grant and loan exceed \$1,300.
- 9) All grants are applied as a credit on the College bill.

TYPES OF AID

The following types of financial aid are available to students. All of them are granted by the Committee on Scholarships and Financial Aid under the conditions explained in the preceding section.

- 1) *College Loans* College loans are interest free until the student has been out of College for one month, after which interest is charged on the remaining indebtedness at the rate of 3 per cent per year. The

interest and principal shall be paid in not more than six annual payments, beginning one year after the student leaves College. Interest charges and payments on the principal may be deferred for those attending graduate school. After a loan has been granted, the College Business Manager is in charge of administering all financial details.

2) *Government Loans under the National Defense Education Act of 1958* To be eligible for these loans, students must be United States nationals with good academic backgrounds. Preference is given to students who are preparing to teach in elementary or secondary schools or who show a superior capacity in science, mathematics, or a modern foreign language. The maximum amount of a loan in any year is \$1,000, and the total available to any student for undergraduate and graduate study is \$5,000.

Interest at the rate of 3 per cent per year is charged on any unpaid balance, beginning one year after the borrower ceases to be a full-time student. Repayment of the principal and accrued interest shall be made within a period not to exceed ten years. Any borrower who serves as a full-time teacher in the public schools may have 10 per cent of the loan cancelled for each year of such service until the total cancellation amounts to 50 per cent of the loan.

After a loan has been granted, the College Business Manager is in charge of administering all financial details.

3) *Free Grants-in-Aid* Each year the College reserves a certain amount of money to assist needy students with superior academic potential. New students should apply for these grants.

4) *Competitive Honor Scholarships* The College grants awards to six men and three women students who are designated Competitive Honor Scholars. Honor Scholars are selected on the bases of their secondary school record (with emphasis on academic achievement), strong moral character, contribution to the high school community program, and Scholastic Aptitude Test results of the College Entrance Examination Board. To be considered for these awards the student must take the Scholastic Aptitude Tests no later than January.

Based primarily upon the financial needs of the recipient, the award ranges from \$100 to \$1,000 annually. In order to receive more than the \$100 annual grant, the Honor Scholar must establish financial need by presenting the scholarship form of the College Scholarship Service.

5) *Endowed Scholarships* Funds have been provided for the award of scholarships under the conditions specified in the grants described below.

ENDOWED SCHOLARSHIPS

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship The income from \$2,500 donated by the Woman's League of Gettysburg College is given to a needy and deserving student pursuing work in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship The income from \$1,801 provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship The income from \$500 is awarded to a needy ministerial student.

Belt-Hess-Quay Scholarship The income from \$9,250 provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship The income from a bequest of \$10,000 is used to aid worthy students in need, preferably ministerial students.

Burton F. Blough Scholarship The income from \$5,000 contributed by a former trustee is used to aid needy and deserving students.

Class of 1913 Scholarship The income from \$7,437 is awarded to a needy and deserving student.

Class of 1916 Scholarship The income from \$3,141 is awarded to a needy and deserving sophomore.

Class of 1918 Scholarship The income from \$13,832 is awarded to needy and deserving students.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship The income from \$6,500 established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran ministerial student or a student planning to become a Lutheran missionary.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship The income from a bequest of \$5,000 is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship The income from \$900 is given to a needy and deserving student.

Dr. Daniel F. Garland (1888) Scholarship The income from \$500 is awarded to a deserving ministerial student.

Dr. and Mrs. James E. Glenn Scholarship The income from \$6,225 contributed by James D. Glenn (1923) in memory of his parents is awarded to a worthy

student, one preparing for either the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship The income from \$5,000 contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship The income from \$2,500 donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship The income from a bequest of \$8,630 is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship The income from \$13,992 given by Mr. Hamme is awarded to a deserving student.

Dr. and Mrs. Leslie M. Kauffman Scholarship The income from \$5,000 donated by the Kauffmans is awarded to a deserving student.

Hon. Hiram H. Keller (1901) Scholarship The income from \$15,000 bequeathed by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship The income from \$2,624 given by John M. McCollough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship The income from \$14,439 given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy men students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship The income from \$75,000 given in memory of Frank M. Long is awarded to students on the basis of character, need, and ability.

Charles B. McCollough, Jr. Memorial Scholarship Income amounting to about \$2,000 per year from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. B. Earhart in memory of his grand-nephew is awarded to one or more worthy men students.

Charles H. May (1904) Scholarship The income from \$5,000 bequeathed by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship The income from \$7,785 bequeathed by Dr. Meisenhelder is awarded to a deserving student.

J. Elsie Miller Scholarship The income from \$5,000 bequeathed by Mr. Miller is awarded to a ministerial student.

Miller-Dewey Scholarship The income from \$10,000 bequeathed by the Rev. Adam B. Miller (1873) is awarded to a deserving student.

Nellie Oller and Bernard Oller Memorial Scholarship The income from \$5,000 bequeathed by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship The income from \$3,000 is awarded to needy and deserving students.

Willard S. Paul Scholarship The income from \$23,658 contributed in his honor by friends of the College on the occasion of President Paul's retirement is awarded to a deserving student.

Earl G. Ports (1923) Scholarship The income from \$5,665 provided by Horace G. Ports (1925) in memory of his brother is awarded on the basis of character, need, and ability, preferably to a student in the Department of Physics.

Philip P. Rudhart Scholarship The income from \$26,812 bequeathed by Emma R. Binnix in memory of her brother is awarded to deserving male students.

Edgar Fahs Smith (1874) Memorial Scholarship The income from a bequest of Margie A. Smith in memory of her father will be awarded when the principal reaches a stated sum.

Edward J. Stackpole Scholarship The income from \$4,500 contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American History interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship The income from \$5,000 provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a ministerial student.

Dr. J. H. W. Stuckenberg Scholarship The income from \$15,000 bequeathed by Dr. Stuckenberg is awarded to a qualified student.

Parker B. Wagnild Music Scholarship The income from \$3,700, contributed by alumni and friends of the Gettysburg College Choir, is given to a needy and deserving student in the Music Department.

Dr. Rufus B. Weaver (1862) Scholarship The income from \$19,991 bequeathed by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship The income from \$5,000 bequeathed by Mr. Wellington is awarded to a deserving Lutheran ministerial student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship The income from \$12,000 contributed by Amelia C. Winter in memory of her parents, is granted to a needy and deserving student.

OTHER AID FOR STUDENTS

Aero Oil Company Scholarship The sum of \$600 provided by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Loans are available to members of the senior class from the *Alumni Loan Fund*, established by the Alumni Association and augmented by individual contributions. Applicants need at least one approved endorser of their note. The loan is interest free until one year after the borrower's class has been graduated, after which it bears interest at the rate of 6 per cent per year.

Frank D. Baker Scholarship The sum of \$300 is awarded to students in immediate need.

Mr. and Mrs. C. J. Kirschner established the *Alvan Ray Kirschner Scholarship Fund* in memory of their son who lost his life in World War I. The income from \$10,000 is awarded to two students, preference being given to applicants from Hazelton and vicinity. Application for these scholarships should be made directly to Mr. Carl E. Kirschner, Hazelton, Pennsylvania.

Lutheran Parent Education Society Scholarship The sum of \$200 is awarded to a needy and deserving Lutheran student, preferably one interested in church vocations. This sum is provided by the College in recognition of the efforts of the Parent Education Society over many years to assist worthy young men in preparing for the Lutheran ministry.

The St. James Lutheran Church of Stewart Manor, Long Island, has established *The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund* in memory of its late pastor. Amounting to \$1,000, this fund is used to assist worthy students under the same conditions as the Alumni Loan Fund.

Mr. Guy L. Moser established a trust fund to support grants to needy male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Application for these grants should be made directly to the Reading Trust Company, Trustee, Reading, Pennsylvania.

C. H. Musselman Company Scholarship A grant from The Musselman Foundation covering the comprehensive fee is awarded to a qualified student. If more than one applicant meets the general qualifications, preference is given to one intending to major in Chemistry or Business Administration.

Presser Foundation Scholarship The sum of \$400 provided by the Presser Foundation, Philadelphia, is awarded to a qualified student in the Music Department.

Dr. E. Lloyd Rothfuss (1916) has contributed \$6,000 as the *Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund* in memory of his parents. This fund is administered under the same terms as the Alumni Loan Fund.

Sons of Union Veterans of the Civil War Scholarship The sum of \$300 provided by the Sons of Union Veterans is awarded to a student on the basis of need and ability.

The College is prepared to grant work opportunities to a limited number of deserving students. A work opportunity is a guarantee that there will be available enough work on the campus for the recipient to earn a sum equal to the amount promised. Upperclassmen seeking employment should apply to the Dean of Students. In addition, two or three students may earn substantial sums collecting and distributing room linens serviced by the Gordon-Davis Linen Supply Company.

Each year some students take part-time work in the community. The College assists some students in work placement but takes no direct responsibility in the matter.



Academic Regulations and Honors

A COMPILATION of many of the more detailed academic rules of the College is to be found in the *Summary of Regulations* issued annually by the Dean of Students and available to all students.

THE HONOR SYSTEM

An academic honor system was instituted at Gettysburg College in the fall of 1957. It is based upon the belief that undergraduates can be mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

No student is admitted to Gettysburg College without first having signed a pledge promising to uphold the rules governing the honor system. Freshmen receive detailed information regarding these rules during the summer before they enroll. Needless to say, a person who would sign the pledge with mental reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students.

REGISTRATION

No credit will be given in courses for which the student is not officially registered. The Registrar announces in advance the time and place of formal registrations. Late registrants are penalized by a fine of \$5 unless excused in advance by the Committee on Academic Standing.

CLASS ATTENDANCE

Regular attendance at all classes for which he is registered is the responsibility of the student. Each student is accountable for all work missed because of class absence. Instructors are under no obligation to make special arrangements for students who are absent without official excuse. When absence from class becomes a factor in a student's unsatisfactory work, the instructor reports this to the Dean of Students for remedial action. If a student incurs other absences after being warned, he may be dropped from the course with a failing grade.

All students are required to attend the last meeting of each of their courses before a vacation period and the first meeting of each following a vacation period.

ATTENDANCE AT ASSEMBLY

College assemblies are held regularly in the Student Union Building when distinguished speakers visit the campus to address the student body. These assemblies are an integral part of the academic program, and attendance at a specified number of them is required of all students.

CREDIT FOR YEAR COURSES

No credit will be given for one semester of a year course except with the permission of the department concerned.

TRANSFER CREDIT

No credit will be given for courses taken by regular students in other colleges during the summer unless such courses have first been approved by the head of the department concerned and by the Dean of the College or the Dean of Students. Semester hour credit may be transferred if the grade earned in such courses is a C or better, but grades themselves are never transferred.

ACADEMIC STANDING

The Committee on Academic Standing reviews student records at the end of each semester. When a student's record is found to be unsatisfactory or when he is failing to make satisfactory progress toward graduation, he may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following semester or he may be required to withdraw.

A student with above-average aptitude who is not achieving beyond the minimum standard may be required to absent himself from the College for a semester or a year.

REINSTATEMENT

A student who withdraws from the College in good standing, is dropped for academic reasons, or leaves for any other reason, must petition the Dean of Students for readmission. The petition will be reviewed by the appropriate committee on the basis of the student's past record, what he has done since leaving College, and his prospects of completing his undergraduate work.

THE GRADING SYSTEM

The following grading system is in effect: A (excellent); B (good); C (fair); D (unsatisfactory); F (failing); I (incomplete); W (withdrew without penalty); WP (withdrew passing); and WF (withdrew failing). Instructors may modify their letter grades with plus and minus signs. These are placed on the student's permanent record and reproduced on all transcripts, but they are disregarded except in certain computations for honors.

In successfully completing a course a student also earns a number of quality points. The following quality-point system is official: A+, $4\frac{1}{3}$; A, 4; A-, $3\frac{2}{3}$; B+, $3\frac{1}{3}$; B, 3; B-, $2\frac{2}{3}$; C+, $2\frac{1}{3}$; C, 2; C-, $1\frac{2}{3}$; D+, $1\frac{1}{3}$; D, 1; D-, $\frac{2}{3}$; and F, 0.



An F remains on the permanent record and is reproduced on all transcripts. No student may repeat an elective course which he has failed without the consent of the department concerned.

An I is used only when emergency situations, such as illness, prevent a student from completing the course requirements on time. An I not removed within the first six weeks of the semester following the one in which it was incurred becomes an F unless the Committee on Academic Standing extends the time limit.

A student who withdraws from a course during the first three weeks of a semester receives a W. After the first three weeks he receives a WP if he was passing the course when he withdrew, or a WF if he was failing it. A student who withdraws from a course during the last five weeks of a term will receive a WF regardless of his standing in the course at the time.

SENIOR HONORS

The following honors are awarded at the close of each academic year to members of the graduating class:

1. *Valedictorian*, to the senior with the highest academic average and who has passed the senior comprehensive examination with honors;

2. *Salutatorian*, to the senior with the second highest academic average and who has passed the senior comprehensive examination with honors;

3. *Summa cum laude*, to those seniors who have a quality point average of 3.75 or higher and who have passed the senior comprehensive examination with honors;

4. *Magna cum laude*, to those seniors who have a quality point average of 3.5 or higher and who have passed the senior comprehensive examination with honors; and

5. *Cum laude*, to those seniors who have a quality point average of 3.33 or higher and who have passed the senior comprehensive examination with honors.

In addition to the above, *Departmental Honors* are awarded, upon recommendation of the major department, to those seniors who have a quality point average of 3.5 or higher in the courses counting in their major field of study and who have passed the senior comprehensive examination with honors. The department may also require a thesis of students qualifying for departmental honors.

Senior honors are intended for students with four years' residence at



Gettysburg College and computations for them are based on four years' performance. Grades earned in required courses in physical education or military science are not considered. The Committee on Academic Standing may grant the honors of *summa cum laude*, *magna cum laude*, or *cum laude* to transfer students who have satisfied the conditions of the honor during at least four semesters in residence at Gettysburg College and who have presented excellent transfer grades. Also, a transfer student with at least four semesters in residence is eligible for Departmental Honors on the basis of grades earned at the College if he meets all other requirements.

OTHER HONORS

The names of those students who attain a quality point average of 3.5 or higher in any semester are placed on the *Dean's Honor List* in recognition of their academic attainments.

PRIZES AND AWARDS

The following prizes are awarded by the College for outstanding scholarship and achievement:

Baum Mathematical Prize The income from \$500, contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

The Charles W. Beachem Athletic Award The Student Christian Association presents a cup in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior.

Beta Beta Beta Junior Award The sum of \$10 is given to the junior Biology major who is an active member of Beta Beta Beta and who has shown outstanding proficiency in the biological sciences during five semesters of college work. The award is based on interest, attitude, character, and scholarship.

Beta Beta Beta Provisional Award The sum of \$10 is given to the Biology major who has become a provisional member of Beta Beta Beta during the year and who has shown outstanding proficiency in the biological sciences during three semesters of college work. This award is also based on interest, attitude, character, scholarship, and on the arrangement of a display.

C. E. Bilheimer Award A sum of money is awarded to the senior major in Health and Physical Education with the highest academic average.

Chi Omega Social Science Award The sum of \$25 is given by Chi Omega to the junior or senior girl excelling in the social sciences. The award is sponsored by the national fraternity on every campus which has an active chapter.

The Class of 1909 Award The income from \$5,000, contributed by the Class of 1909 on the fiftieth anniversary of its graduation, is awarded to a sophomore Chemistry major and is to be applied to the expenses of his junior year. The conditions under which the award is given will be explained to each student majoring in Chemistry at the beginning of the sophomore year.

Delta Gamma Alumnae Association Award The sum of \$25 is given to the junior girl who has made the greatest contribution to the College.

Delta Phi Alpha Prize A valuable book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award Under the auspices of the father of Anthony di Palma (1956), a medal is presented to the junior having the highest marks in History. Other things being equal, preference is given to a member of the Sigma Chi fraternity.

The Malcolm R. Dougherty Mathematical Award The income from \$1,000, contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in Mathematics and working to earn part of his college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from \$8,600, contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Samuel Garver Greek Prize The income from \$500, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during his freshman year.

Samuel Garver Latin Prize The income from \$500, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during his freshman year.

Graeff English Prize The income from \$500, given by John E. Graeff (1843), is awarded to the senior writing the best English essay on an assigned subject.

John Alfred Hamme Award Two awards of \$50 each, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

The Henry W. A. Hanson Scholarship Foundation Award The income from \$9,000, contributed by College Alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Hassler Latin Prize The income from \$500, contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Frank H. Kramer Award The sum of \$25 is given by Phi Delta Theta fraternity, in honor of the Professor of Education, Emeritus, to a senior for the excellence of his work in the Department of Education.

The Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from \$4,000 is given each year to a junior who has maintained high scholarship and evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

Lindback Foundation Freshman Award The sum of \$500 is awarded to the freshman with the highest academic average who returns to Gettysburg College for his sophomore year.

Lindback Foundation Sophomore Award The sum of \$500 is awarded to the sophomore with the highest academic average who returns to Gettysburg College for his junior year.

Lutheran Brotherhood Scholarship Awards Three awards of \$300 each, established by the Lutheran Brotherhood Life Insurance Society, are awarded to juniors who are Lutherans and who qualify by reason of religious leadership, academic ability, and other characteristics.

Military Memorial Prize The income from \$500, contributed by alumni and friends of the College, is awarded on an equal basis to the two students, one in Military Science and one in Air Science, who have attained the highest standing in either the first or second year of the advanced course of the Reserve Officers' Training Corps.

Franklin Moore Award The income from \$6,500, contributed by the friends of Mr. Moore, is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

92 Prizes and Awards

Muhlenberg Freshman Prize The income from \$500, given by Dr. Frederick A. Muhlenberg (1836), is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

William F. Muhlenberg Award The income from \$850 is awarded to a junior on the bases of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from \$500, contributed by the Rev. Dr. J. C. Nicholas (1894), is awarded to the senior who has done the best work in advanced courses in Biblical Literature and Religion.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

William H. Patrick (1916) Award The sum of \$25 is awarded to the student who has demonstrated a distinct proficiency in public speaking, in both class and public appearances.

Pennsylvania Institute of Certified Public Accountants' Award A book is presented to the senior student in accounting who excels academically and who, by participation in campus activities, demonstrates qualities of leadership.

Phi Sigma Iota Prize The sums of \$5 and \$2.50 are given to the two members presenting the best papers to the fraternity.

Pi Delta Epsilon Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Psi Chi Award The sum of \$25 is awarded to the senior Psychology major who, in the opinion of the department, has best shown and is most likely to continue to show promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Sceptical Chymists Prize To encourage the presentation of meritorious talks, the sum of \$10 is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Stine Chemistry Prize The income from \$1,000, contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior Chemistry major on the basis of his grades in Chemistry, laboratory technique, personality, general improvement in four years, and proficiency in Chemistry at the time of selection.

Dr. George W. Stoner Award The income from \$10,000 is awarded to a worthy male senior accepted by a recognized medical college.

Student Affairs Committee Award A sum of money is awarded to a student in recognition of the quiet influence he has exerted for the improvement of the campus community.

Weaver-Bittinger Classical Scholarship Award Part of the income from a fund established by Rufus M. Weaver (1907) is awarded to a student who maintains an above-average standing in Latin or Greek; German, French, Spanish, or Italian; and the sciences. This award is made under conditions specified by the donor.

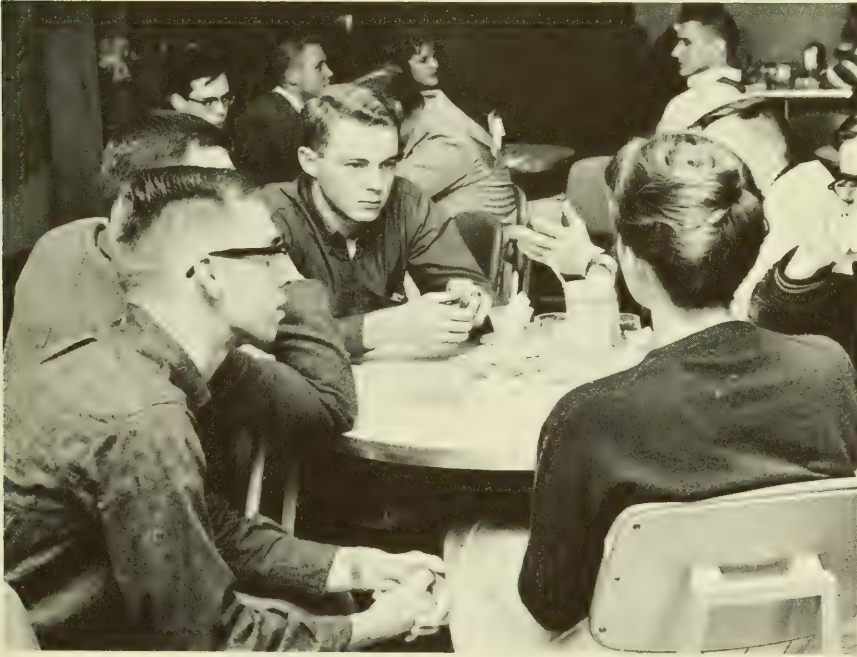
Weaver Classical-Natural Science-Religion Scholarship Award The sum of \$200 from a fund established by Rufus M. Weaver (1907) is awarded to a male senior who has maintained an above-average standing in language, science, and religion courses. This award is made under conditions specified by the donor.

Rufus M. Weaver Mathematical Scholarship Award Part of the income from a fund established by Rufus M. Weaver (1907) is awarded to a male student majoring in Mathematics who has maintained an above-average standing in Mathematics, a science, a foreign language, and English. This award is made under conditions specified by the donor.

Samuel P. Weaver Scholarship Foundation Prizes Sums of \$50 and \$25, established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Edwin and Leander M. Zimmerman Senior Prize The income from \$1,000 is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Grades earned in required courses in physical education or military science are not considered in computations for prizes or awards. Transfer students are not eligible for prizes and awards.





Courses of Instruction

COURSES NUMBERED in the 100's are planned primarily for freshmen, those in the 200's primarily for sophomores, and those in the 300's primarily for juniors and seniors. Courses in the 400's are elected normally by seniors and require individual study, research, and participation in seminars.

Odd-numbered courses are generally given in the first semester and even-numbered courses in the second semester. Term courses which are offered both semesters are identified in the course description. Year courses are indicated by an odd and an even number, joined together by a comma or a hyphen. Year courses in which successful completion of the first semester is a prerequisite for the second semester are indicated by a hyphen between the numbers (for example, 101-102). Year courses in which the second semester may be taken without the first are indicated by a comma (for example, 101, 102).

Unless otherwise stated in the course description, the number of hours a course meets each week is the same as the number of hours credit per semester. For example, semester courses carrying three hours credit, and similarly year courses carrying six hours credit, normally meet three hours each week.

The Dean of the College issues an annual Announcement of Courses which list the courses to be offered in the following year, and the time and place scheduled for each section. Students should consult this announcement when preparing their schedules.

The College reserves the right to withdraw any course for which there is insufficient enrollment.

General Education Courses

In view of the growing complexity of our civilization and our increasing awareness of individual responsibility, it has become apparent that premature specialization and the departmental isolation of students and teachers are no longer either ethically defensible or socially practicable. An education valid for our world must find its basis in an integrated understanding of man in his essential roles: living creature in the natural universe, inheritor of a rich and significant past, participant in human institutions, and discoverer and creator of patterns and values which give meaning to human existence. Similarly, the wise choice of a vocation and adequate training in its special techniques must be based upon an inclusive knowledge of the chief fields of human endeavor and some appreciation of the special potentialities and obligations of the various callings.

In an attempt to provide such foundations for its students, the College has established the following general courses, the first two of which are required of all candidates for the Bachelor of Arts degree.

101-102 INTRODUCTION TO CONTEMPORARY CIVILIZATION

Messrs. Baskerville, Bloom, Boenau, Bugbee, Coulter, Crapster, Gillespie, Johnson, Lindeman, Loose, Marius, May, Moore, Pickering, Richardson, Schubar, and Schultz.

A general education course introducing the student to the backgrounds of contemporary social problems through the major concepts, ideals, hopes, and motivations of Western culture since the Middle Ages. *Six hours credit*

201-202 LITERARY FOUNDATIONS OF WESTERN CULTURE

Mmes. McLennand, Taylor, and Theobald; Misses Lehnberger, Reiter, and Stewart; Messers. Baskerville, Flood, Hammann, James, Lindeman, Loose, Mason, Pickering, Riechel, Schmidt, Sundermeyer, and Wolfinger.

An introduction to the ideas and forms of Western thought, presented through reading and interpretation of selected classics: Homer through St. Augustine and *Beowulf* through Goethe. *Six hours credit*

301-302 WORLD LITERATURE SINCE 1830

Mr. Sundermeyer

The forming of contemporary thought in literary masterpieces of East and West. Does not fulfill a distribution requirement. Seniors only. *Six hours credit*

303 THE DEVELOPMENT OF THE SCIENCES OF MAN

Mr. Darrah

The relation of the tradition of the biological sciences to the intellectual interests of contemporary man. Interpretation of the human environment, man himself considered objectively, and the human values intrinsic in science.

Three hours credit

Art

Professors Qually (Chairman) and Kramer
Assistant Professor Annis



The art curriculum is designed to function as an integral part of the liberal arts program of the College. Emphasis is placed on basic courses and the interweaving of theory and practice. In addition to their value as an extension of general education, these courses also form a foundation for graduate and professional study.

The professions most commonly entered by graduates in Art are college or high school teaching, positions as curators or directors of art museums, industrial design, commercial art, and careers as professional painters, sculptors, or printmakers.

Requirements for a major include 36 semester hours, 12 of which must be in art theory and history. Students intending to major in Art should take one course in the department during the freshman year, if possible. Progress toward a major will be critically examined by the department at the end of the sophomore year. In the senior year comprehensive examinations will include a review by the Art faculty on the major's studio work.

The department offers to the nonmajor a selection of studio, theory, and history courses which aim both at general appreciation and personal expression.

Any basic studio course, as well as courses in theory and history, may be selected to satisfy the College distribution requirement in Art.

THEORY AND HISTORY OF ART

203, 204 HISTORY OF PAINTING

Mr. Qually

A study of the development of painting from ancient to modern times in relation to the environment from which it grew. Involves a comparative appraisal

of the art of different periods. Emphasis is placed on painting as a unique human activity, with an examination of individual paintings through color slide projection. *Six hours credit*

205, 206 HISTORY OF SCULPTURE AND ARCHITECTURE Mr. Annis

An historical survey and critical analysis of these two closely related art forms of mass, volume, and space, with major emphasis on architecture. The evolution of forms in the major historical periods is examined in terms of the changing conditions and needs of man. In architecture, special emphasis is placed on the development and character of contemporary styles and the contributions of Sullivan, Wright, Corbusier, and other significant architects. Illustrated lectures.

Six hours credit

207, 208 ORIENTAL ART

Mr. Kramer

Directed mainly toward the appreciation of Chinese art, but touching upon the related art of other Asian countries. History, tradition, and culture form the background for studying the original works of art in the College and private collections. Open to juniors and seniors.

Two hours credit

STUDIO COURSES

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize; and integrate the intuitive and rational into creative activity. Regular lectures accompany basic studio courses in order to combine theory with practice.

The department reserves the right to keep selected student work permanently.

221, 222 BASIC DESIGN

Mr. Qually

An introductory course requiring no previous training. Designed to develop a capacity to think visually and provide a basic discipline to free and direct the creative imagination. Assigned problems involve a variety of media and elements of visual communication: line, value, form, space, texture, and color.

Six hours credit

225, 226 DRAWING

Messrs Annis and Qually

Employs a variety of media and progresses from the study of simple forms to still life, figure studies, and nature. Its objective is to transform the visual world into meaningful plastic form through the acute observation of nature. For beginning students.

Six hours credit

227, 228 PAINTING

Mr. Qually

Major emphasis is given to the oil medium, with experience in abstract problems, still life, figure studies, and landscape. Color theory, design structure, and historical reference are stressed in accompanying lectures. This beginning course

is designed to increase the student's understanding of visual form as an aesthetic unity, expression, and communication, and to develop his creative capacity.

Six hours credit

231, 232 PRINTMAKING

Mr. Annis

The theory and practice of printmaking encompasses etching, engraving, woodblock printing, lithography, and serigraph. Student projects are based on an interpretive approach to subject and form. Accompanying lectures survey historical forms as well as contemporary Western printmaking. *Six hours credit*

235, 236 SCULPTURE

Mr. Annis

The beginning student is acquainted with the problems of three dimensional form through the use of a variety of media and techniques. Emphasis on clay modeling and casting in both permanent and impermanent materials. Correlated lectures develop theories of mass, volume, and spatial organizations as expressed in past periods and contemporary art. *Six hours credit*

239, 240 GRAPHIC ARTS

Mr. Annis

A practical and theoretical study of the graphic arts as applied to forms of communication. A study of book illustration in all graphic media; explores the relationship between literature and the visual arts. Typography, poster design, and layout as art forms and as effective media for communication. Accompanying lectures survey the graphic arts of past and present, and point toward a critical study of the field. *Four hours credit*

301, 302 ADVANCED DRAWING

Mr. Annis

A continuation of Art 225, 226. Involves problems in composition and study of the figure. *Prerequisite: Art 225, 226. Six hours credit*

303, 304 ADVANCED PAINTING

Mr. Qually

Attention given to individual problems and experience in a variety of media (oil, casein, watercolor, and mixed media involving underpainting). Pictorial structure and individual expression are emphasized. *Prerequisite: Art 227, 228. Six hours credit*

307, 308 ADVANCED PRINTMAKING

Mr. Annis

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisite: Art 231, 232. Six hours credit*

311, 312 ADVANCED SCULPTURE

Mr. Annis

Emphasis is placed on independent projects in various media: terra cotta, bronze and aluminum casting, welded metal sculpture, and carving in wood and stone. *Prerequisite: Art 235, 236. Six hours credit*

401 INDEPENDENT STUDY

Staff

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest. Repeated second semester.

Hours and credit arranged

Biblical Literature and Religion

Professor Dunkelberger (Chairman)
Associate Professor Freed
Assistant Professors Hammann, Loose,
Moore, and Trone
Instructors May and Sulouff



Essential to an understanding of man is a knowledge of his religious beliefs and institutions. In the West, the Hebrew-Christian tradition has been the predominant religious influence, leaving its imprint upon the events of three millenniums and exerting its impact today. Central to study of the Hebrew-Christian tradition is serious investigation of the Bible both as an historical document dealing with significant events and persons and as a document of faith illustrating the great affirmations of prophets, priests, apostles, and evangelists. Complementary to study of the Bible is investigation of the development which leads to present-day religious thought and action. Also, the contemporary world community in which we live demands an appreciation of religions that have been influential in other civilizations.

Minimum requirements for a major include 24 semester hours with a concentration either in Biblical Literature or in Religion. It is recommended that all majors, depending on their area of interest, minor in Greek, Latin, or German. Courses 101 and 102, required of all students, are prerequisite for all other courses in the department and may be counted toward either a major or a minor. Students contemplating church vocations and pretheological students should consider at least a minor in this department.

101 HISTORY, LITERATURE, AND RELIGION OF OLD TESTAMENT TIMES

Staff

The general periods of Hebrew history from the age of Abraham to about 200 B.C. along with religious and literary developments are studied in the light of the most recent archaeological evidence. The history and culture of Israel is related to that of surrounding nations.

Three hours credit

102 HISTORY, LITERATURE, AND RELIGION OF NEW TESTAMENT TIMES

Staff

Continues the study of Judaism from 200 B.C. as a background for the origin and development of early Christianity. Emphasis is placed on the life and teach-

ings of Jesus as presented in the Gospels. The spread of Christianity through the Roman World and the other New Testament writings are surveyed briefly.

Three hours credit

201 CHURCH HISTORY: TO THE FIFTEENTH CENTURY Mr. Trone

An historical study of all groups who claimed the name "Christian" from the post-Biblical period to the fifteenth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents.

Three hours credit

202 CHURCH HISTORY: FIFTEENTH TO TWENTIETH CENTURIES

Mr. Dunkelberger

The study of the pluralistic development of Christianity from the formulative stage of the sixteenth century Reformation through the scholastic, pietistic, enlightenment, evangelical, and nineteenth century liberal periods.

Three hours credit

301 THE OLD TESTAMENT PROPHETS

Mr. Moore

An examination of the life, message, times, and related problems of the prophets. The non-Israelite origins of Hebrew prophecy are briefly considered.

Three hours credit

303 JUDAISM FROM 200 B. C. TO A. D. 200

Mr. Freed

Its history, institutions, groups, and teachings. Jewish literature of the period, including that of the Qumran community, is studied as the basic source of information for this period and as a primary background for study of the New Testament.

Three hours credit

304 NEW TESTAMENT HISTORY AND LITERATURE

Mr. Freed

An introduction to the study of the problems, origins, and purposes of the writings of the New Testament with the exception of the Gospels. Commentary on the important passages in each writing.

Three hours credit

306 THE GOSPEL OF JOHN

Mr. Freed

Chief emphasis is given to the thought and content of the Gospel itself. An effort is made to discover some of the various forms of its thought background, especially that of the Old Testament. Some study of the Gospel in its relationship to the synoptic Gospels and to the First Epistle of John.

Three hours credit

311 CONTEMPORARY RELIGIOUS THOUGHT IN THE WEST

Mr. Dunkelberger

A critical examination of the thought presented in religious movements and by religious leaders of this century in the West. Certain themes are chosen for intensive investigation from among such as the faith and culture dialogue, revelation and the Bible, God, man and evil, the Church, and the end of history.

Three hours credit

314 DOCUMENTS OF THE REFORMATION

Mr. Dunkelberger

Evaluations of documents of the Lutheran, Reformed, Anglican, Sectarian, and Roman traditions in the sixteenth and early seventeenth centuries to discern the emerging doctrinal, ecclesiastical, liturgical, and social viewpoints.

Three hours credit

316 RELIGIONS OF THE WORLD

Messrs. Dunkelberger and
Hammann

A survey of the history and content of religions outside the Hebrew-Christian tradition with a view to better understanding peoples of our day. As far as possible literature of various religious traditions is used as primary material for sympathetic examination and reconstruction. Similarities and differences among beliefs and practices are noted to arrive at a comprehension of religion and religions.

Three hours credit

318 THEOLOGY AND LITERATURE

Mr. Loose

A critical reading of representative theological systems to bring into focus the dominant religious ideas influencing Western culture since 1800. Literary works are subjected to analysis and theological interpretation to determine the form and content given to those ideas by men of letters.

Three hours credit

401 INDEPENDENT STUDY

Staff

With the consent of the department, a student may do reading and research under direction of a member of the staff. Repeated second semester.

Three hours credit

Biology

Professor Bowen (Chairman)

Associate Professors Barnes, W. Darrah,
and Messer

Assistant Professors Beach and Logan

Instructor H. Darrah

Assistants



The courses in this department are designed to provide an understanding of the basic principles of general and comparative Biology.

Emphasis is placed on the following features: the cultural values of biological science; the correlation of Biology with Sociology, Psychology, Anthropology, and Paleontology, and the integration of Biology with other areas of human knowledge and experience; biological principles in relation to human life; and fundamental training for students who plan to enter graduate schools for advanced training in biology, medicine, dentistry, nursing, forestry, laboratory technology, or other professional biological fields.

Requirements for a major include a minimum of 8 semester courses approved by the department. Students who prove their ability to do work of a high caliber are encouraged to work independently with problems in biology during their senior year.

A student in Biology who expects to do graduate work in biology or medicine is expected to complete such courses in Biology, Physics, Chemistry, Mathematics, English, and foreign languages as will satisfy the department and meet the requirements of the school of his choice.

101-102 GENERAL BIOLOGY

Staff

Basic principles of structure and function in plants and animals, including man. Three class hours and three laboratory hours. *Eight hours credit*

103 GENERAL BOTANY

Mr. Darrah

An introduction to the biology of plants: the molecular basis of nutrition, growth and form; development of the plant body; the major groups of plant organisms and their interpretation. Three class hours and three laboratory hours. *Four hours credit*

104 GENERAL ZOOLOGY

Mr. Barnes

An introduction to the biology of animals, presenting basic principles and emphasizing the position of animals in nature and in relation to human interests. Three class hours and three laboratory hours. *Four hours credit*

201 COMPARATIVE ANATOMY OF VERTEBRATES

Detailed examination of the origins, structure, and functions of the principal organs of typical fishes, amphibians, reptiles, birds, and mammals. Special attention is given to the progressive modification of organs from lower to higher vertebrates. *Prerequisite:* Biology 101-102 or 103 and 104. Two or three class hours and three to six laboratory hours. Repeated second semester.

Four hours credit

203 VERTEBRATE ZOOLOGY

Representative vertebrates, with special emphasis upon structure, the physiological importance of organs, and the relationships existing among the various groups of vertebrate animals. *Prerequisite:* Biology 101-102 or 103 and 104. Three class hours and three laboratory hours. *Four hours credit*

204 MAMMALIAN ZOOLOGY

Detailed structure of a typical mammal and an introduction to human anatomy and physiology. *Prerequisite:* Biology 203. Three class hours and three laboratory hours. *Four hours credit*

207 MICROTECHNIQUE

Mrs. Darrah

Theory and use of the microscope and other types of optical instruments; handling of microscopic objects; techniques of preparing materials for microscopic investigations. *Prerequisite:* Biology 101-102 or 103 and 104. Two or three class hours and three to six laboratory hours. Repeated second semester.

Four hours credit

210 INTRODUCTION TO PALEONTOLOGY

Mr. Darrah

The geologic history of plant and animal groups and their relations to existing organisms. Fossils and their interpretation. Laboratory methods for preparation of fossils for investigation. *Prerequisite:* Biology 101-102 or 103 and 104.

Three hours credit

215 BOTANY: THE LOWER PLANTS

Mr. Darrah

The algae, fungi, and bryophytes: physiology, comparative morphology, and ecology. Experimental methods for manipulating and observing these organisms. Limited field work to study natural associations of the lower plants. *Prerequisite:* Biology 101-102 or 103. Three class hours and three laboratory hours.

Four hours credit

216 BOTANY: THE VASCULAR PLANTS

Mr. Darrah

The tracheophytes: comparative anatomy, morphogenesis and histology of the vascular body. Introduction to plant taxonomy. Limited field work in floristics. *Prerequisite:* Biology 101-102 or 103. Three class hours and three laboratory hours.

Four hours credit

303 PRINCIPLES OF HEREDITY

Mr. Beach

The fundamental principles of heredity as observed in common plants and animals, including man, and the relationships between heredity and development, physiology, and evolution. *Prerequisite:* Biology 101-102 or 103 and 104. Three class hours and three laboratory hours.

Four hours credit

306 FIELD WORK IN BIOLOGY

Mr. Beach

The study of the principles of systematics and ecology of plants and animals with particular emphasis on the application of these principles to field biology. *Prerequisite:* Biology 101-102 or 103 and 104. Three class hours and three laboratory hours.

Four hours credit

313 COMPARATIVE HISTOLOGY

Mr. Bowen

The microscopic structure, origin, and functions of individual cells, fundamental tissues, and principal organs of the animal body. *Prerequisite:* Biology 201 or 203. Three class hours and three laboratory hours.

Four hours credit

314 CYTOLOGY

Mr. Bowen

The morphological, physical, and chemical organization of cells; functional significance of cellular structures including development, heredity, cellular activities, and the life histories of cells. *Prerequisite:* Biology 201 or 203. Three class hours and three laboratory hours. *Four hours credit*

321 EMBRYOLOGY

Mr. Barnes

Development from the germ cells to the establishment of the principal organs of the body, including both the anatomy and physiology of development. *Prerequisite:* Biology 201 or 203. Two or three class hours and two two-hour laboratory periods. *Four hours credit*

323 PARASITOLOGY

Mr. Beach

An introduction to the general principles of parasitism with emphasis upon the evolution, taxonomy, morphology, and physiology of animal parasites. *Prerequisite:* Biology 101-102 or 104. Three class hours and three laboratory hours. *Four hours credit*

326 INVERTEBRATE ZOOLOGY

Mr. Barnes

The anatomy, physiology, embryology, and natural history of the major groups of invertebrates and a consideration of the principles of invertebrate phylogeny. *Prerequisite:* Biology 101-102 or 104. Three class hours and three laboratory hours. *Four hours credit*

330 GENERAL MICROBIOLOGY

Mr. Bowen

The nature and importance of microorganisms, including yeasts, molds, bacteria, and pathogenic protozoa. *Prerequisite:* Biology 101-102 or 103 and 104. Three class hours and three laboratory hours. *Four hours credit*

337 GENERAL PHYSIOLOGY

Miss Logan

A study of the functions of vertebrate organ systems, with consideration of some aspects of invertebrate physiology. *Prerequisite:* Biology 201 or 203. Three class hours and three laboratory hours. *Four hours credit*

338 CELLULAR PHYSIOLOGY

Miss Logan

Cellular physiology: the mechanics and dynamics of the living cell. *Prerequisites:* Biology 101-102 or 103 and 104 and Chemistry 101-102 or 111-112. *Four hours credit*

401 BIOLOGICAL SEMINAR

Staff

A survey of the field of biology; the history of biology; and the use of scientific publications, including recent biological texts and current journals. Course advised for junior or senior majors. Two class hours. *Two hours credit*

405, 406 PROBLEMS IN BIOLOGY

Staff

An introduction to special techniques and methods in biological investigation. Offered to junior and senior Biology majors with the approval of the department. Hours and credit arranged. *Maximum credit of four hours each semester*

Chemistry

Professors Schildknecht (Chairman),
Sloat, and Weiland
Assistant Professors Benson and
Rowland
Instructor Farley
Assistants



The curriculum of the department aims to provide an understanding of the basic principles and theories of chemistry and of methods of chemical investigation. Lectures, discussions, qualitative and quantitative experiments, assigned library topics, seminars, and research problems are designed to emphasize the methods and reasoning processes of chemistry rather than the accumulation of facts. Recent developments in theoretical and experimental chemistry receive attention.

The basic requirements for a major are 32 semester hours and include Chemistry 111-112, 203-204, 305-306, and 317, 318. In the senior year majors preparing for graduate school or chemical research may elect Chemistry 353-354 or 363, 364 and may engage in independent study (Chemistry 401). Physics 111-112 is taken by all majors, preferably in the sophomore year. Majors should fulfill their language requirements in German, with French and Russian as possible alternatives.

The curriculum of the department is approved by the American Chemical Society. Laboratory and library facilities are provided for independent study and research. In the junior and senior years term papers and seminars help students acquire facility in speaking, writing, and the use of chemical literature. Qualified juniors and seniors have opportunities for experience as laboratory instructors and research assistants. The department sponsors a program of lectures by invited speakers from universities, medical schools, and chemical industries.

Many graduating majors enter graduate schools of chemistry and biochemistry, medical and dental schools, or go directly into industrial or government research. Others enter high school teaching, medical technology, scientific library work, or the chemical industry.

101-102 GENERAL CHEMISTRY

Messrs. Sloat, Farley,
Schildknecht, and Assistants

The occurrence, properties, uses, and methods of preparation of the more common elements and their compounds, and theoretical principles involved. Special emphasis is placed upon the scientific method of reasoning and the application of chemical principles through the solving of problems. Designed for beginners and liberal arts students. Emphasis is placed upon applications of chemistry to modern living and the role it has played in the development of contemporary civilization. Two lectures, one recitation, and three laboratory hours.

Eight hours credit

111-112 FUNDAMENTALS OF CHEMISTRY

Messrs. Rowland, Benson,
Farley, Weiland, and Assistants

Modern theories of atomic structure are used as the basis for developing an intimate knowledge of fundamental laws governing chemical combinations. As a course designed primarily for science majors, much emphasis is placed upon the solution of problems as a means of best understanding those principles which underlie all important branches of chemistry. Qualitative analysis comprises the second semester of laboratory work. An adequate secondary school course in chemistry is recommended for those contemplating Chemistry 111-112. Three lectures and three laboratory hours.

Eight hours credit

203-204 ORGANIC CHEMISTRY

Mr. Schildknecht

A systematic study of the compounds of the aliphatic, alicyclic, and aromatic series, with special emphasis upon relationships and synthesis of the more important compounds together with the study of their properties and applications. Theories of reactivity and reaction mechanisms are discussed. Special topics include stereochemistry, carbohydrates, nitrogen compounds, and polymerizations. *Prerequisite:* Chemistry 111-112. Three lectures and three laboratory hours.

Eight hours credit

305-306 PHYSICAL CHEMISTRY

Mr. Benson

Classical chemical thermodynamics and its application to the energetics of physical and chemical processes in solids, liquids, and gases; chemical, phase, and ionic equilibria; properties of solutions; electrical properties of matter. Chemical kinetics and the study of rates and mechanisms of chemical reactions. Laboratory application of some of these chemical principles to problems of theoretical, medical, and industrial interest. *Prerequisites:* Chemistry 111-112, Physics 111-112, and Mathematics 205-206. Three lectures and three laboratory hours.

Eight hours credit

317, 318 ANALYTICAL CHEMISTRY

Mr. Weiland

Basic chemical principles are applied to contemporary analytical techniques. Instrumental methods studied in the second semester include potentiometry, polarography, amperometry, spectrophotometry, and radiochemistry. *Prerequisite:* Chemistry 111-112. Two lectures and six laboratory hours.

Eight hours credit

321-322 TEACHER'S COURSE

Mr. Sloat

Designed to acquaint the student with the practical aspects of class and laboratory teaching. Strongly recommended for prospective teachers and graduate students. One lecture and three laboratory hours.

Four hours credit

353 ADVANCED ORGANIC CHEMISTRY

Mr. Rowland

Topics covered include the orbital theory as applied to organic compounds, stereochemistry, the mechanisms of organic reactions, and an introduction to chemical kinetics. The structures of compounds are determined in the laboratory by qualitative organic analysis and instrumental methods, and by comparison with authentic samples prepared by syntheses. *Prerequisite:* Chemistry 203-204. Two lectures and six laboratory hours.

Four hours credit

354 ADVANCED ORGANIC CHEMISTRY

Mr. Rowland

A comprehensive study of the conformational analysis of organic compounds, the chemistry of steroids and other natural products, important organic reactions, and additional special subjects. A seminar is given by each student on a topic of current interest in organic chemistry. *Prerequisite:* Chemistry 353. Three lectures.

Three hours credit

363, 364 ADVANCED PHYSICAL CHEMISTRY

Mr. Benson

Selected topics in physical chemistry such as elementary quantum theory, atomic and molecular structure, spectroscopy, elementary statistical mechanics, properties of macromolecules, solid state chemistry, theory of rate processes, adsorption, catalysis, nuclear chemistry and radiochemistry. *Prerequisite:* Chemistry 305-306. Three lectures.

Six hours credit

401 INDEPENDENT STUDIES

Staff

Honors work, research, laboratory and literature studies, especially in the fields of analytical chemistry, biochemistry, organic synthesis, physical chemistry, polymerization and steroid chemistry. With department permission. Laboratory work and conferences. Repeated second semester. *One to three hours credit*

Classics

Professor Glenn (Chairman)
Assistant Professor C. R. Held
Lecturer Waltemyer



The main objectives of the department are to assist those seeking a reasonable mastery of the English language and literature by helping them to lay a broad and deep foundation; to give an intimate familiarity with certain Latin and Greek authors whose masterpieces have exercised a continuous influence on human thought for more than twenty centuries; to give the student such a knowledge of metrics and literary forms as will enable him to understand the artistry as well as the content of these masterpieces; to afford those who expect to devote themselves to the various forms of writing an opportunity to perfect their powers of thought and expression by exercises in translation; to introduce those who are seeking a liberal culture to a knowledge of Roman and Greek life, religion, philosophy, art, law, and political institutions, that they may better understand the sources from which our own civilization has sprung; to help the prospective students of law, the sciences, and theology to understand the terminology of their future professions; to give adequate preparation for graduate study in Classics and in related fields, such as archaeology, theology, comparative literature, and linguistics; and to equip those who wish to teach Latin or Greek.

Requirements for a major in Latin include Latin 203, 204, 301-302, 312, 315, 324, 325, 326, and two courses from 305, 321, 322, 331, and 401. Requirements for a major in Greek include 24 hours above the 101-102 course. Students planning to do graduate work in Classics minor in the classical language not their major.

Latin 201, 202, 203, 204, and Greek 201-202 may be used to meet the foreign language requirement above the 101-102 course. Latin 203, 204, 305, 321, 322, 324, 325, 326, 331, and 401, and Greek 321, 322, 325, 326, 329, 330, 333, 334, and 401 may be used in fulfilling the College literature requirement.

LATIN

201, 202 VERGIL

Mr. Glenn

Selections from the *Aeneid*. *Prerequisite*: two years of secondary school Latin.
Six hours credit

203 ROMAN PROSE AND POETRY

Mr. Glenn

Selections from Livy, Catullus, and other authors. *Prerequisite:* four years of secondary school Latin or Latin 201-202. *Three hours credit*

204 HORACE

Mr. Glenn

Selections from the *Odes*, *Epodes*, and *Satires*. *Three hours credit*

301-302 LATIN PROSE COMPOSITION

Mr. Glenn

Two hours credit

303, 304 WORD BUILDING

For premedical students and those of other sciences who desire to become familiar with scientific terminology: roots, prefixes, endings, and key words. The knowledge of Latin, while very useful, is not required. *Two hours credit*

305 OVID

Mr. C. R. Held

Selections from the *Metamorphoses*. *Three hours credit*

312 LATIN LITERATURE IN ENGLISH

An historical and critical survey of Roman literature with a more intensive study of selected works. Attention is given to the relation of Roman literature to other literatures. A knowledge of Latin is not required. *Three hours credit*

315 ROMAN HISTORY AND CIVILIZATION

The history of the Republic and Empire, supplemented by a brief study of various topics, such as Roman art, science, religion, political institutions, and private life, and their influence on modern life. A knowledge of Latin is not a requirement. *Three hours credit*

321 ROMAN COMEDY

Mr. C. R. Held

Selections from Plautus and Terence. Survey of the Roman theater; origin and development of Roman drama. *Three hours credit*

322 CICERO

Mr. C. R. Held

Life and literature in Cicero's time. *Three hours credit*

323 ROMAN LAW

Mr. Glenn

Development and content of Roman private law. A knowledge of Latin is not required. Alternates with Latin 325. *Two hours credit*

324 ROMAN PHILOSOPHY

Mr. Glenn

Lucretius, *On the Nature of Things*. Alternates with Latin 326. *Two hours credit*

325 MEDIEVAL LATIN

Mr. Glenn

Selections representing history, anecdote, epistle, drama, essay, dialogue, novel, and epic lyric, pastoral, didactic, and satiric verse, and introducing the

literature written in the universal language of the ecclesiastical and learned European world, ranging from the fifth to the seventeenth centuries. Alternates with Latin 323. *Two hours credit*

326 ROMAN ELEGY

Mr. Glenn

Selections from Catullus, Tibullus, Propertius, and Ovid. Seminar methods, with practice in original research. Alternates with Latin 324. *Two hours credit*

331 ST. AUGUSTINE

Mr. C. R. Held

Selections from the first nine books of the *Confessions*. An introduction to the life and thought of the greatest of the Latin Church fathers. *Three hours credit*

401 INDEPENDENT STUDY

Designed for advanced majors.

Hours and credit arranged

GREEK

101-102 ELEMENTARY GREEK

Mr. C. R. Held

An introduction to the reading of ancient Greek. Attention is paid to the history of the language, the relationship between the language and the general culture of the Greeks, and the influence of Greek upon the vocabulary of English and other European languages. *Six hours credit*

201-202 INTERMEDIATE GREEK

Designed to increase the student's skill in reading and interpreting texts. Selections from Xenophon and Homer are read, and a systematic review of the syntax of Greek is conducted through the use of simple exercises in prose composition. *Prerequisite: Greek 101-102. Six hours credit*

311 GREEK LITERATURE IN ENGLISH

Selected masterpieces of ancient Greek literature are studied in English translations. Lectures, reports, and informal discussions, with special emphasis upon literary and historical backgrounds of the individual works studied. No historical survey of Greek literature in its entirety is attempted. Knowledge of the Greek language is not required. *Three hours credit*

316 GREEK HISTORY

A survey of Hellenic civilization from earliest times to the Hellenistic age, with special emphasis upon the sources. The course is presented through lectures, reports, discussions, and extensive use of audio-visual materials. Knowledge of Greek is not required. *Three hours credit*

321 HERODOTUS

Mr. C. R. Held

Extensive reading of the Greek text is accompanied by lectures and reports on historical and cultural backgrounds. *Prerequisites: Greek 101-102 and 201-202. Three hours credit*

322 HOMER

Mr. C. R. Held

The *Iliad* or the *Odyssey* is read in the original Greek, with lectures and reports on the cultural backgrounds and the interpretation of Homeric literature. Some attention is given to the language and prosody of Homer. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

325 PLATO

Mr. C. R. Held

The *Apology* and the *Crito*, with selections from other dialogues chosen primarily to give a coherent picture of Socrates. Lectures, reports, and readings in English introduce the student to a more comprehensive view of Plato's thought. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

326 NEW TESTAMENT

Mr. Held

Selections from the New Testament and other Hellenistic writings are studied, both for their language and for their content. *Prerequisite:* Greek 101-102 and 201-202. *Three hours credit*

329 GREEK COMEDY

Selected plays in the original Greek and collateral readings in English. Includes lectures and reports on the nature of comedy in general and on the historical and cultural background of individual plays. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

330 GREEK LYRIC POETRY

A study of the remnants of classical Greek poetry, with the exclusion of epic and drama. The artistic qualities of the poetry, the dialects in which it is written, its music and rhythms, and its incidental use as source material for the study of ancient Greek civilization. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

333 GREEK TRAGEDY

Mr. C. R. Held

Selected plays are read with lectures, reports, and discussions of their literary, religious, and philosophical background. Attention is given also to the stage antiquities and the circumstances surrounding production of Greek plays. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

334 GREEK ORATORY

Selected orations in Greek and the *Rhetoric* of Aristotle in English translation. Lectures and reports deal with the style and structure of the speeches and with their relation to the historical occasions for which they were composed. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

401 INDEPENDENT STUDY

Staff

Advanced students are encouraged to initiate and carry out individual projects involving some elements of original research under the guidance of the department. *Hours and credit arranged*

Economics and Business Administration

Professor Stokes (Chairman)
Associate Professors Baird, Williams,
and Zagars
Assistant Professors Gemmill and Hill
Instructor Krum
Assistants



Courses offered by this department are designed to provide an understanding of the principles of economic behavior. Both theoretical and applied courses meet the needs of students who intend to enter graduate and professional schools or who plan a career in business or government. Fundamentals rather than techniques are stressed. Students may select either Economics or Business Administration as their major field. Majors in the department normally minor in one of the following allied fields: Mathematics, Political Science, Psychology, History, or Sociology. With permission of the department, a student may select another field of study for a minor.

Economics 201-202, or 203 may be used in fulfilling the College requirement in Social Science.

ECONOMICS

Requirements for a major are a minimum of 24 semester hours in Economics, including Economics 201-202, 303, 311, 333, and 341-342. All majors are required to take six hours in Mathematics acceptable to the department, and Political Science 201; majors are advised to take Economics 251-252. History 234 may be used in fulfilling the hour requirements for a major. To qualify for departmental honors, seniors must take Economics 401.

Economics 201-202 is required for a minor in the department and is a prerequisite for all other courses except Economics 205.

201-202 PRINCIPLES OF ECONOMICS**Staff**

Aims to give the student a basic understanding of the operation of our economic system. Deals with topics of neoclassical and post-Keynesian economics: private enterprise, national income, employment and growth, money and banking, monetary and fiscal policy, the price system, distribution of income, and international economics. Enables students to analyze economic problems and reach well-considered judgments on public policy issues. *Six hours credit*

203 PRINCIPLES OF ECONOMICS**Staff**

A survey of the existing and changing economic order. An analysis of basic factors of production, exchange, distribution, and consumption of wealth. Designed to meet the requirements in Economics for those who wish to be certified to teach social studies in the public schools of Pennsylvania. Not acceptable in partial fulfillment of the major or minor requirements of the department. Repeated second semester. *Three hours credit*

205 CULTURAL AND SOCIAL GEOGRAPHY**Mr. Hill**

A systematic and regional study of the world's physical environment, with special emphasis on the effect of the distribution and development of natural resources on cultural, social, and political institutions. Designed for those who wish to be certified to teach in public schools. Repeated second semester. *Three hours credit*

301 LABOR ECONOMICS**Mr. Zagars**

A study of the structure and activities of labor organizations. An analysis of labor and management relations from the viewpoint of the employee, the employer, and the public. *Three hours credit*

302 THE ECONOMICS OF TRANSPORTATION**Mr. Stokes**

Deals with the various modes of transportation, their development, characteristics, operations, problems, and regulation. Attention is given rapid developments which have occurred in the fields of highway and air transport, and coordination of the different types of transport. *Three hours credit*

303 MONEY AND BANKING**Mr. Stokes**

Undertakes to explain the role of money and financial institutions in determination and fluctuation of price and income levels. Among the topics presented are the nature and functions of money and credit, credit instruments, monetary standards, classes and functions of commercial banks and their operations, the structure and operation of the Federal Reserve System, theories of the value of money, credit control, and monetary policy. Repeated second semester. *Three hours credit*

305 PUBLIC FINANCE

Mr. Stokes

Provides a knowledge of American fiscal institutions. Deals with the numerous types of taxes employed by various levels of governments to finance their activities, the effects of these taxes, the budget, fiscal policy, and management of the public debt. *Three hours credit*

306 INTERNATIONAL ECONOMICS

Mr. Zagars

A study of the basic theory and major institutions of international economic relations: international trade and finance, barriers to trade and trade agreements, foreign investment, and foreign economic policies. *Three hours credit*

308 BUSINESS CYCLES AND FORECASTING

Mr. Hill

Examines the economic factors underlying cyclical variations in economic activity; cycle theories: behavior of selected domestic and international indicators of business fluctuations; forecasting techniques; and control of cycles. *Prerequisite: Economics 341. Three hours credit.*

311 INTERMEDIATE ECONOMIC ANALYSIS

Mr. Hill

Includes the theory of consumer demand and the theory of price and output under market conditions of pure competition, monopolistic competition, monopoly, and oligopoly. Factor price determination is also considered with respect to wages, interest, rent, and profits. Open to second-semester juniors and seniors. *Three hours credit*

324 THE SOVIET SYSTEM

Mr. Zagars

A comparative study and analysis of the evolution and present structure of major social, political, and economic institutions of Soviet society. Attention is given to factors explaining the survival and economic growth of the Soviet Union. Trends and prospects are discussed, particularly in relation to economic development of the United States and Western Europe. *Three hours credit*

331 ECONOMIC PROBLEMS AND ANALYSIS

Mr. Williams

An analysis of current economic problems, based on selected readings which are designed to exemplify the divergent opinion possible on important and controversial issues of an economic or governmental nature. Being interdisciplinary in its approach, this study utilizes the language and principles of political economy in a descriptive and analytical approach to economic problems. Designed to encourage individual thinking and a sounder understanding of problems of economics and citizenship. Repeated second semester. *Three hours credit*

333 HISTORY OF ECONOMIC THOUGHT AND ANALYSIS Mr. Zagars

An historical study and analysis of economic ideas, institutions, and policies in relation to major forms of social, political, and economic organizations since antiquity. *Three hours credit*

341, 342 ECONOMIC AND BUSINESS STATISTICS**Mr. Hill**

The application of statistical techniques and analysis to quantitative measurements in economics and business. First semester includes measures of central tendency, dispersion, skewness, kurtosis, normal curve, Chi square test for goodness of fit, and sampling and inference theory. Second semester includes linear and curvi-linear correlation and regression analysis, rank correlation, index number construction and applications, and time series analysis. *Prerequisite:* Economics 201-202 and one year of college Mathematics or its equivalent.

*Six hours credit***401 SENIOR SEMINAR****Mr. Hill**

Open to majors with the consent of the department. Research papers on contemporary economic problems are prepared and discussed. Repeated second semester.

*Three hours credit***BUSINESS ADMINISTRATION**

Requirements for a major in Business Administration are 30 semester hours, including Economics 201-202, 251-252, 331, and 341. Remaining hours may be taken in any of the courses listed below or in those listed under Economics. Mathematics 351 may be counted in fulfilling hour requirements for a major. All majors are also required to take Political Science 201 and six additional hours in Mathematics acceptable to the department.

251-252 ELEMENTARY ACCOUNTING**Messrs. Baird and Gemmill**

An introduction to principles of accounting and procedures of double entry bookkeeping as applied in accounting for single proprietorships, partnerships, and corporations. The preparation and analysis of financial statements with attention directed to managerial use of accounting data. Three class hours and two laboratory hours.

*Six hours credit***351-352 INTERMEDIATE ACCOUNTING****Mr. Baird**

A continued and more intensive study of principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. Attention is directed toward acquainting the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisite:* Economics 251-252.

*Six hours credit***355 AUDITING****Mr. Baird**

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is assimilated through completion of a practice set. *Prerequisite:* Economics 351-352.

*Three hours credit***356 FEDERAL TAXES****Mr. Baird**

Study of federal taxes with emphasis on the accounting and managerial implications of the law. Preparation of returns and analysis of current problem materials are required. *Prerequisite:* Economics 351-352

Three hours credit

357-358 COST ACCOUNTING

Complete practice work in process, job-order, and standard costs. *Prerequisite:* Economics 251-252. *Six hours credit*

361 MARKETING PRINCIPLES AND PRACTICES

Mr. Krum

An analysis of the marketing structure underlying the sale and movement of goods from producer to final buyer, with a view to determining principles and practices conducive to more efficient marketing management. Repeated second semester. *Three hours credit*

363 BUSINESS LAW

Mr. Stokes

An introduction to the field of law with special emphasis on the nature of the sources of law, legal remedies, and the courts. Contracts and negotiable instruments are among areas covered. Repeated second semester. *Three hours credit*

365 PERSONNEL MANAGEMENT

Mr. Williams

Scientific manpower management, or personnel principles and policies. Describes the nature of management commitment and introduces the techniques and areas of responsibility that contribute to a sound personnel program. The social and economic background is introduced and considerable material concerning the union movement and its managerial implications in the collective bargaining arrangement is viewed. Additional time is spent on essential concerns of the individual student as he seeks a job, and what to expect as he works on the job. *Three hours credit*

366 INDUSTRIAL MANAGEMENT

Mr. Williams

Introduces the language of scientific management: its historical background, changing social responsibilities, and major functional areas of internal and external activities of the concern. Organization, financing, research, and development, as well as managerial and budgetary techniques, are introduced. Specialized language and techniques in industrial management are presented, as well as the means used to achieve communication, facilitation, and coordination within the enterprise. *Three hours credit*

367 CORPORATION FINANCE

Mr. Gemmill

Deals with raising and administering of funds used in the modern corporation: corporate organization, stocks and bonds, principles of long-term finance, management of working capital and income, security exchanges, corporate expansion, and failure and reorganization. *Three hours credit*

370 INVESTMENTS

Mr. Gemmill

Examines basic economic factors bearing upon informed investment decisions, utilizing security and market analysis. The analysis deals with the effect of general economic influences upon specific investment situations in business, institutional, and governmental securities. Open to seniors only, except by permission of the department. *Prerequisite:* Economics 367. *Three hours credit*

Education

Professor Rosenberger (Chairman)
Associate Professor Johnson
Assistant Professor J. T. Held
Mr. Terwilliger



The Education Department works cooperatively with all other departments in preparation of the prospective teacher. Each student may major in a field of his choice and, beginning in the sophomore year, pursue courses in Education. A maximum of 18 hours credit in Education may be counted toward the Bachelor of Arts degree.

The primary purposes of professional training are to give the student a thorough background in educational philosophy and theoretical concepts pertaining to the art of instruction, a thorough understanding of educational problems, and actual participation in activities of the classroom through student teaching.

301 EDUCATIONAL PSYCHOLOGY

Mr. Johnson

The development of the individual and psychological principles of learning are extensively investigated. An introduction to evaluating and reporting pupil progress. *Prerequisite:* Psychology 201. Repeated second semester.

Three hours credit

305 EDUCATIONAL PURPOSES AND METHODS

Mr. J. T. Held

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in elementary and secondary schools. *Prerequisite:* Psychology 201. Repeated second semester.

Three hours credit

309 HISTORICAL AND SOCIAL FOUNDATIONS OF EDUCATION

Mr. Rosenberger

The relationship of the education of man to the developing social patterns of Western culture as it emerged from its Greek foundations. *Prerequisite:* Psychology 201. Repeated second semester.

Three hours credit

313 SCHOOL CURRICULA

Mr. J. T. Held

The philosophy, practices, and problems of elementary and secondary school curricula. The construction and revision of courses are investigated as well as the core curriculum. A general orientation to guidance and extracurricular activities. *Prerequisite:* Education 305. *Three hours credit*

317 EDUCATIONAL MEASUREMENTS

The development of principles of evaluation of individual differences as related to intelligence, aptitude, scholastic achievement, and personality factors. The principles of test construction and interpretation of test data. *Prerequisites:* Education 301 and 305. *Three hours credit*

321 SCHOOL ORGANIZATION AND LAW

Mr. Rosenberger

Gives an understanding of the legal status of teachers; the relation of local, state, and national governments to the schools; and the principles of the teachers' relation to administration. *Prerequisite:* Education 301. *Three hours credit*

328 PRINCIPLES OF GUIDANCE

Mr. J. T. Held

The principles and practices of counseling and guidance. The systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisites:* Education 301 and 305. *Three hours credit*

331 FOUNDATIONS OF READING INSTRUCTION

An introduction to the theory and problems in reading instruction at elementary and secondary levels. The current trends relating to recognition of these problems and appropriate instructional aids. *Prerequisite:* Psychology 201. *Three hours credit*

334 PREVENTION AND CORRECTION OF READING DISABILITIES

A study of the analysis and correction of reading disabilities in the elementary and secondary schools. Emphasis is placed on teacher-constructed materials, standardized tests relating to reading, and practical application of corrective techniques for specific reading disabilities. *Prerequisite:* Education 331 or permission of the instructor. *Three hours credit*

337 AUDIO-VISUAL EDUCATION

Mr. Johnson

The underlying philosophy, principles, and techniques involved in use of sensory aids. Intended to increase effectiveness of both new and experienced teachers in the use of such aids. *Prerequisite:* Education 301. Repeated second semester. *Three hours credit*

401 STUDENT TEACHING

Messrs. Rosenberger and J. T. Held

Student observation, participation, and teaching on the elementary and secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. *Prerequisites:* Education 301 and 305. Repeated second semester. *Six hours credit*

English

Professors Geyer (Chairman) and Mason
Associate Professors Bolich, Lindeman,
Pickering, Taylor, and Wolfinger
Assistant Professors Baskerville, Locher,
McLennand, Schmidt, and Stewart
Instructors Flood, James, and Reiter
Lecturer Stroup



The courses offered by the department are designed to train students to express their thoughts correctly and effectively through spoken and written language and to understand, interpret, and assimilate as fully as possible the thoughts and experiences of the great creative and imaginative minds of our English and American literature.

Through a close and vital relationship with literature of true worth the student may obtain many of the values generally associated with a liberal arts education: self-discovery, an enlargement of sympathy and understanding, greater toleration for others, and growth of the spirit and the imagination. In addition, the program in English is excellent preparation for careers in teaching, publishing, journalism, and government service and for graduate study leading to advanced degrees in English, the ministry, and library work.

The requirement for a major is a minimum of 30 semester hours of English and American literature. All majors are required to take English 211, 212 and 365, 366. In addition, 6 hours must be selected from each of the following groups: Group I: 331, 334, 338, 362, 367; Group II: 341, 345, 348, 351; Group III: 311, 312, 321, 322, 324, 328, 372. History 203, 204, and 231, 232 and Philosophy 201, 301, 302, and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses.

For those who expect to teach in the public schools English 301 is required, as well as English 215, 216 or English 311, 312; Speech 201 is recommended. For those who expect to teach in secondary schools English 316 is also required.

English 213, 214 is designed primary for nonmajors wishing to fulfill the College literature requirement. With the approval of the department other literature courses may be selected, but normally English 211, 212 is considered a prerequisite for advanced literature courses.

COMPOSITION AND GRAMMAR

101-102 ENGLISH COMPOSITION

Staff

Aims to develop the student's ability to express himself in clear, accurate, and thoughtful English prose and to read with appreciation and understanding through training in the principles of composition, careful reading of a variety of literary works, and adequate practice in writing the four forms of discourse, with emphasis on exposition.

Six hours credit

201 ADVANCED COMPOSITION

Staff

A more intensive course in composition than English 101-102, covering the same materials in one term. More advanced works are read; longer, more complex papers are written.

Three hours credit

203 JOURNALISM

Mrs. Taylor

An introduction to techniques of newspaper writing and editing, preparation of news stories and features, and news reports for radio and television.

Two hours credit

205, 206 CREATIVE WRITING

Mrs. Taylor

A workshop in the writing of short stories and verse, a study of the techniques of narrative, with an analysis of contemporary models.

Six hours credit

301 ADVANCED GRAMMAR

Mrs. McLennand

An analysis, both formal and functional, of the morphology and syntax of modern English. The course is designed primarily to give the student a thorough mastery of conventional grammar and of standard usage. Historical background relevant to understanding the structure of present-day English will be included. Required for all majors planning to teach in public schools.

Three hours credit

305, 306 ADVANCED CREATIVE WRITING

Mrs. Taylor

A workshop for advanced writing students. Problems and techniques of writing short stories, verse, and drama. *Prerequisite:* English 205, 206.

Four hours credit

LITERATURE

211, 212 ENGLISH LITERATURE

Messrs. Geyer and Mason

A requirement for English majors in the sophomore year, this course is an historical survey of English literature from *Beowulf* to the twentieth century, with some attention to the social, political, and intellectual background. Selected

works are studied analytically in order to develop the student's understanding and appreciation. *Six hours credit*

213, 214 INTRODUCTION TO LITERATURE Mrs. McLennand,
Miss Stewart, and Mr. Locher

An intensive study of the dominant literary types: short story, novel, poem, and drama. Attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of the major literary forms. With chief emphasis on American and British works, the course gives the student a foundation for deeper understanding of literary works written in his own language. *Six hours credit*

215, 216 HISTORY OF AMERICAN LITERATURE Mr. Locher

A chronological survey of American literature from colonial days to the present with emphasis on historical context. Writings other than belles-lettres will be studied, particularly in the earlier years. The first semester ends with Mark Twain; the second semester carries through to major contemporaries. *Six hours credit*

311 AMERICAN POETRY Mr. Mason

The reading of selected works by some major poets of the nineteenth century, together with relevant prose documents by the poets. The classroom work emphasizes oral reading, critical analysis, and the recognition of dominant tendencies in the age. *Three hours credit*

312 AMERICAN PROSE Mr. Mason

The close critical study of some of the major writings of Emerson, Thoreau, Hawthorne, Poe, and Mark Twain. Authors included may vary from year to year. *Three hours credit*

316 ANALYSIS OF LITERARY TYPES Mrs. McLennand

An intensive study of the dominant literary types: short story, novel, poem, and drama. Aims to provide the future teacher with the critical and analytical equipment requisite for a sound presentation of literature. Required for all majors planning to teach in secondary schools. Open only to majors. *Three hours credit*

321, 322 THE ENGLISH NOVEL Mr. Pickering

With reference to previous form and content in works of literature, English 321 examines the beginnings of the English novel in John Bunyan, late in the seventeenth century, follows the development of the novel and its audience through the end of the eighteenth century to Jane Austen. English 322 takes the novel through the nineteenth century, from Scott and the increased consciousness of man in history, through Dickens and the consciousness of man in society, to Kipling and the consciousness of man in the world. *Six hours credit*

324 CONTEMPORARY PROSE FICTION Mr. Geyer

The form and content of a number of English and American novels and short stories of the twentieth century are carefully studied against the social and in-

tellectual background. Representative works by Conrad, Joyce, Woolf, Huxley, Lawrence, Dreiser, Hemingway, Faulkner, and others are read.

Three hours credit

327 BRITISH DRAMA

Mr. Wolfinger

This course represents a critical and historical survey of British drama, exclusive of Shakespeare, from the liturgical plays to the advent of the new drama in the late nineteenth century. Special attention is given to the development of significant genres and their correlation with the eras of which they were a part.

Three hours credit

328 MODERN DRAMA

Mr. Wolfinger

This course includes, in addition to a study of selected plays of Ibsen and an appraisal of his significance as a dramatist, an analysis of post-Ibsen movements in the drama and of relevant plays.

Three hours credit

331 MEDIEVAL LITERATURE

Mr. Baskerville

Traces the development of Western literature from the Patristic age through the fourteenth century. Special attention is devoted to the continuity of the classical tradition, the development of medieval lyric, the Arthurian legend, courtly love, the Tristan and Isolde story, the Grail legend, Anglo-Saxon literature, and *Piers Plowman*.

Three hours credit

334 RENAISSANCE LITERATURE

Mr. Baskerville

English prose and poetry of the sixteenth century. Special attention is devoted to the development of key Renaissance ideas and genres. The work of Edmund Spenser is used to summarize the highest achievement in nondramatic literature.

Three hours credit

337 THE SEVENTEENTH CENTURY

Mr. Mason

The time is divided equally between the poetry (other than Milton's) and the prose of the century, from Bacon to Dryden. Styles are examined, analytical categories are attempted, and prevailing ideas and interests of the age are identified and illustrated. Drama is excluded.

Three hours credit

342 THE EIGHTEENTH CENTURY

Miss Stewart

The literature of the century from Defoe to Blake, with special emphasis on satire, social criticism, neoclassicism, and the beginnings of romanticism. The drama and the novel are excluded.

Three hours credit

345 THE ROMANTIC PERIOD

Mr. Geyer

A large body of poetry and selected prose written between 1790 and 1830 by Wordsworth, Coleridge, Byron, Shelley, and Keats is carefully examined. Attention is given to the historical and intellectual background.

Three hours credit

348 THE VICTORIAN PERIOD

Mr. Geyer

An intensive study of the major English prose writers and poets and their reaction to the social, economic, political, and aesthetic problems of the nine-

teenth century. Special attention is devoted to Carlyle, Tennyson, Browning, Arnold, and the writers of the art for art's sake movement. *Three hours credit*

351 MODERN POETRY

Mr. Lindeman

A thorough study of a selected group of major American and British poets: E. A. Robinson, Robert Frost, Wallace Stevens, Gerard Manley Hopkins, W. B. Yeats, T. S. Eliot, and Dylan Thomas. Attention is given to the explication of individual poems and to the ways in which these poets respond to the persistent problems and themes of the contemporary intellectual climate.

Three hours credit

362 CHAUCER

Mr. Pickering

With careful scrutiny of the intellectual and physical world of the Middle Ages, the five major poems of Geoffrey Chaucer (including *Troilus and Criseyde* and *The Canterbury Tales*) are examined, marking the poet's debt to his French and Italian predecessors and contemporaries, his use of classical techniques and examples, and the final development of his original genius. *Three hours credit*

365, 366 SHAKESPEARE

Mr. Wolfinger

A critical analysis of numerous plays; a study of Shakespeare's nondramatic poems, criticism, and historical and bibliographical materials. Special attention is given to the development of Shakespeare's poetic and dramatic art.

Six hours credit

368 MILTON

Mr. Mason

The major poems and a few of the early minor works are read and interpreted in the classroom, so far as time permits. A few major prose works are required reading. An attempt to interpret Milton as an expression of his age. Cross references to other literature, especially the classical background, are frequent.

Three hours credit

372 THEORIES OF LITERATURE

Mr. Lindeman

Undertakes to examine and compare the various ways in which man has regarded literary art: its sources, forms, and purposes. The history of critical theory is surveyed, from Plato and Aristotle to the present, with emphasis placed upon the modern period. Representative documents are read and discussed.

Three hours credit

401 INDEPENDENT STUDY

Staff

With the consent of the department a major may do reading or research under the supervision of a member of the staff. Repeated second semester.

Hours and credit arranged

SPEECH

201 BASIC PUBLIC SPEAKING

Mr. Bolich

A study of the basic principles of public address: delivery, bodily action, and

some attention to voice. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile material. Repeated second semester.

Two hours credit

202 ADVANCED PUBLIC SPEAKING

Mr. Bolich

The adaptation of public address to various purposes: to inform, entertain, convince, and induce to action. A portion of the course is devoted to the study of the impromptu speech. *Prerequisite:* Speech 201.

Two hours credit

301 VOICE AND DICTION

Mr. Bolich

Proper use of the voice apparatus through drills and study in physical control, breathing, tone production, and resonance. Exercises in articulation, correct pronunciation through the use of the International Phonetic Alphabet.

Two hours credit

302 ARGUMENTATION AND DISCUSSION

Mr. Bolich

The principles of logical proof in oral discourse. A complete study of the various forms of debate. Discussion and conference leadership are considered.

Two hours credit

303 ORAL INTERPRETATION

Mr. Bolich

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature.

Two hours credit

304 RADIO SPEECH

Mr. Bolich

Radio as a means of communication and as a social agency. The principles of radio speaking and script writing. Some attention is given to television. Field trips to nearby radio and television stations are included.

Two hours credit

THEATER ARTS

202 HISTORY OF THE THEATER

Mr. Schmidt

A survey of the theater from primitive man to the present. Emphasis will be placed upon the Classical, Medieval, Elizabethan, Neoclassic, and Modern periods, with special attention devoted to the continuity of theater through the ages, the particular relevance of theater design and production techniques to the plays of the periods, and the relationship between each period and the theater which it nurtured. In addition, students will be expected to analyze at least one work from each period in light of the theater of which it was a part.

Three hours credit

301 PLAY PRODUCTION

Mr. Schmidt

A study of theater from book to curtain. All major phases of the production of a play will be analyzed—direction, acting, set design, lighting, make-up, costuming, publicity, and theater management—with particular attention devoted to direction. Students will be expected to present at the conclusion of the semester a director's study of a full-length play, and in addition will direct scenes in class as well as act in other scenes. The actual construction and painting of scenery is an integral part of the course.

Three hours credit

French (See Romance Languages)

German

Professor Sundermeyer (Chairman)

Associate Professor Ahrens

Assistant Professors Collier and Theobald

Instructors Riechel and Traska

Lecturer Fortenbaugh



The study of the civilization of German-speaking peoples, so important for its influence upon the United States, has been an integral part of the liberal arts program of the College since its founding. Learning to read and speak German is not regarded as an aim in itself but as a medium through which the student can gain an appreciation of the literature, art, science, and other cultural achievements of this important segment of Western culture. Immediate and practical purposes are not neglected, and the student who so desires may obtain training in the spoken and written use of the German language for use in advanced research, international trade, diplomacy, or travel, whether he plans a career in teaching, scientific research, or foreign service.

Interest in the Russian language has grown to such an extent that courses are now being offered on three levels. Russian is becoming increasingly important in a variety of fields, and its usefulness as a tool in graduate work is recognized.

In addition to library facilities at the disposal of students, a modern language laboratory supplements work of the classroom by offering further opportunity for oral-aural practice and drill.

Requirements for a major include German 211, 212, 301, 302, 341, 342, and two literature courses. The teaching minor consists of 18 hours and must include German 301, 302, 341, and 342.

German 301, 302, 321, 322, 325, 326, 329, 330, 349-350, 353, 354, 357, 358, and 401, 402 and Russian 301, 302 may be used in fulfilling the College literature requirement.

LANGUAGE, LITERATURE AND CIVILIZATION

101-102 ELEMENTARY GERMAN

Staff

An introduction to essentials of German grammar and reading of simple prose and poetry. The written and oral drill of the classroom is supplemented in the laboratory. *Six hours credit*

201-202 INTERMEDIATE GERMAN

Staff

The grammar of the first year is reviewed and selected standard German literary texts are read. Practice in writing and speaking. *Prerequisite:* German 101-102 or its equivalent. *Six hours credit*

211, 212 HISTORY OF GERMAN CIVILIZATION

Mr. Sundermeyer

By means of lectures in English the development of German civilization is traced from its beginnings to the present. Credit is also given in the Department of History. *Two hours credit*

301, 302 ADVANCED COMPOSITION AND CONVERSATION

Mr. Riechel

Practice in writing and speaking German with emphasis on cultural topics. *Prerequisite:* German 201-202 and permission of the instructor.

Six hours credit

321, 322 THE CLASSICAL AGE

Mrs. Theobald

Representative works of the German classic writers, including Lessing, Goethe, and Schiller are read and discussed. *Prerequisite:* German 201-202.

Six hours credit

325, 326 THE NINETEENTH CENTURY

Mr. Ahrens

Representative works of German Romanticism, Realism, and Naturalism (Hölderlin to Hauptmann) are read and discussed. *Prerequisite:* German 201-202.

Six hours credit

329, 330 CONTEMPORARY LITERATURE

Mr. Sundermeyer

Selections from writers of the twentieth century are read and discussed. *Prerequisite:* German 201-202.

Six hours credit

333, 334 GERMAN SCIENTIFIC PROSE

Mr. Ahrens

Selections from authors in the field of the natural sciences are studied, with special emphasis on recognition of grammar and accuracy in translation. *Prerequisite:* German 201-202.

Six hours credit

341, 342 COMPARATIVE PHILOLOGY

Mr. Ahrens

A general introduction to linguistic science. The first semester is devoted to

development from Indo-European to the Germanic languages, and is therefore recommended for English majors. The second semester deals with development of modern standard German. *Two hours credit*

345, 346 GERMAN SCIENTIFIC PROSE (advanced) Staff

Students, especially those majoring in the exact sciences, are trained in the reading of literature in their major fields. *Prerequisite:* a proficiency in the reading of German satisfactory to the instructor. *Two hours credit*

349-350 GOETHE'S *FAUST* Mr. Sundermeyer

Goethe's *Faust* (parts I and II) is read and studied intensively. *Prerequisite:* German 201-202 with a B average. *Six hours credit*

353, 354 ADVANCED GERMAN READINGS Staff

A study of the German 'Novelle' from Goethe to the present. *Prerequisite:* German 201-202 and permission of the instructor. *Six hours credit*

357, 358 LUTHER Mr. Ahrens

The study of Luther's German writings. *Two hours credit*

401, 402 SEMINAR IN GERMAN LITERATURE Mr. Sundermeyer

Designed primarily for German majors and conducted in German. Independent study, geared to the particular interest of the student. Literary criticism. *Prerequisite:* permission of the instructor. *Six hours credit*

RUSSIAN

101-102 ELEMENTARY RUSSIAN Mr. Collier

In the first semester emphasis is placed on pattern drill; pronunciation and active oral involvement on the part of the student are stressed. The second semester is a process of consolidation and deepening of work covered in the first semester. (At this level the reading of texts is introduced.) Work in the classroom is supplemented in the laboratory. *Six hours credit*

201-202 INTERMEDIATE RUSSIAN Mr. Collier

Review and consolidation of first year's work. Reading and discussion of texts and topics in Russian and Soviet cultural material are then stressed. *Prerequisite:* Russian 101-102. *Six hours credit*

301, 302 INTRODUCTION TO RUSSIAN LITERATURE Miss Traska

Practice in writing and speaking Russian with emphasis on cultural material and Russian literature. *Prerequisite:* Russian 201-202. *Six hours credit*

Greek (See Classics)

Health and Physical Education

Professor Bream (Chairman)

Associate Professors Haas and Kenney

Associate Professors Carpenter, Coull, Glad,

Hulton, Hummel, Mitchell, and
Shoemaker

Instructors Biser, O'Day, and Reider



One of the aims of the department is to provide worthwhile physical activity and instruction in habits of living which will promote the student's physical well-being and personal enjoyment both in College and afterwards. This aim is accomplished through course work, intramural and intercollegiate athletics, and other activities.

Male students may take Courses 101, 102, 201, and 202 to satisfy the College requirement in physical education or military service. Women students may complete this requirement by taking Courses 103, 104, 203, and 204. All students enrolled in the required physical education program must pass a standard swimming test before graduation. Men students must complete satisfactorily a one semester program in physical fitness.

The department also offers an approved teacher training program for men and women.

Requirements for a major leading to the arts degree include the following courses: 101 and 102 (103 and 104 for women), 111, 201 and 202 (203 and 204 for women); 212, 301, 302, 303, 304, 305, 311, 314, 317, 318, 325, 329, and 332.

PHYSICAL EDUCATION

101, 102, 201, 202 SKILL ACTIVITIES: MEN

Staff

Participation in a variety of individual and team activities, based upon ability and progress.
Four hours credit

130 *Health and Physical Education*

103, 104, 203, 204 SKILL ACTIVITIES: WOMEN Staff

Women students have a program based on a quarter system. Elective activities and required courses for four credits will satisfy College requirements.

Four hours credit

301, 302 SKILL ACTIVITIES: METHODS AND MATERIALS Staff

Methods and techniques of class organization and instruction in a variety of physical education activities. For men and women.

Four hours credit

303, 304 SKILL ACTIVITIES: METHODS AND MATERIALS Staff

Continuation of 301, 302. For men and women.

Four hours credit

305 AQUATICS

Miss Mitchell and Mr. Coull

Teaching methods and techniques in basic strokes, diving, lifesaving, and water safety. Repeated second semester.

Two hours credit

307, 308 COACHING AND OFFICIATING Messrs. Haas and Shoemaker

Theory and practice in the fields of coaching and officiating. First semester open to men only.

Four hours credit

HEALTH AND PHYSICAL EDUCATION

111 INTRODUCTION TO HEALTH, PHYSICAL EDUCATION, AND RECREATION

Miss Kenney

A general survey of the fields of health education, physical education, recreation, and camping.

Three hours credit

212 PRINCIPLES AND CURRICULUM PLANNING

Mr. Hulton

An evaluation of principles and their application in planning a modern physical education program.

Three hours credit

311 PERSONAL HEALTH

Miss Kenney and Mr. Ridinger

Practical aspects of the everyday life of the individual in respect to personal health. Special emphasis is placed upon the acquisition of desirable attitudes toward personal health.

Three hours credit

314 SCHOOL AND COMMUNITY HEALTH PROBLEMS

Mr. Glad

The role of official and nonofficial community organizations in the health of the individual, from the viewpoint of administration and service.

Three hours credit

317 ANATOMY AND PHYSIOLOGY

Mr. Glad

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body.

Three hours credit

318 PHYSIOLOGY OF EXERCISE AND CORRECTIVES

A study of motion, with particular emphasis placed upon body mechanics. The remedial steps necessary to overcome specific physical handicaps.

Three hours credit

325 ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION,
AND RECREATION

Mr. Haas

Legal and administrative problems, personnel relations, social interpretation, budget and finance, and plant and office management. Senior course.

Three hours credit

329 FIRST AID AND SAFETY EDUCATION

Mr. Biser

The official Beginners' Red Cross First Aid course, with emphasis on the practical aspects of symptom recognition and safety.

One hour credit

332 MEASUREMENTS AND EVALUATION IN HEALTH AND
PHYSICAL EDUCATION

Mr. Biser

Written and practical tests in the fields of health and physical education.

Three hours credit

350 INTRODUCTION TO RESEARCH IN HEALTH AND
PHYSICAL EDUCATION

Miss Kenney

Fundamental techniques in research. A survey of research completed and needed.

Three hours credit

History

Professor Bloom (Chairman)

Associate Professors Crapster and Glatfelter

Assistant Professors Bugbee and Stemen

Instructor Marius



The department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done" by men in the past. Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our

own time. Through guided reading, an introduction to research, and classroom lectures and discussions, the student is encouraged to develop as a liberally educated person. The courses which the department offers help prepare the student for graduate study and for careers such as teaching, law, the ministry, public service, and business.

Requirements for a major include History 201, 202 and 231, 232 in the sophomore year, 375 in the junior year, and 401 or 403 in the senior year. French 316, German 211, 212, Greek 316, and Latin 315 may be counted in fulfilling the requirements for a major. Majors, especially those planning on graduate study, are strongly urged to take English 211-212 or English 215, 216. English majors and prelaw students are advised to take History 203, 204.

201, 202 HISTORY OF EUROPE

Mr. Stemen

A survey of general European history from the end of the ancient world to the second World War.

Six hours credit

203, 204 HISTORY OF ENGLAND

Mr. Crapster

Surveys English history from Roman times to the present, emphasizing institutional and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the courses is 1689.

Six hours credit

221, 222 HISTORY OF THE FAR EAST

Mr. Stemen

A broad survey of Chinese, Japanese, and Korean history from the beginnings to the present. Emphasis on the Far Eastern response to the West and on philosophy, literature, and the arts.

Six hours credit

231, 232 HISTORY OF THE UNITED STATES

Messrs. Bloom, Bugbee, and Glatfelter

An introduction to advanced American history courses and a survey for non-history majors. A study of American history from the early discoveries to the present.

Six hours credit

234 AMERICAN ECONOMIC HISTORY

Mr. Bloom

Emphasis is placed upon the economic incentives for exploration and settlement, the influence of the westward movement upon transportation, the growth of industry and labor, the Agricultural Revolution, the problems of currency and finance, and the developing relationship between government and business.

Three hours credit

311, 312 MEDIEVAL EUROPE TO 1500

Mr. Marius

Beginning with the accession of Diocletian, History 311 sketches the German, Roman, and Christian bases of medieval civilization and traces their development through the Benedictine centuries. History 312 commences with the mid-

eleventh century and continues to approximately 1500. Cultural and intellectual developments are included, and some consideration is given to Eastern Europe. *Prerequisite:* History 201. *Six hours credit*

313 EUROPE FROM THE REFORMATION TO 1715 Mr. Marius

Begins with the rise and spread of Renaissance culture, continues with an examination of the causes, progress, and results of the Protestant revolt, and includes the development of the Age of Science and the Enlightenment. *Prerequisite:* History 201, 202. *Three hours credit*

314 THE ERA OF THE FRENCH REVOLUTION Mr. Crapster

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution, developments in France and her relations with the rest of Europe between 1789 and 1815 are studied intensively. *Prerequisite:* History 202. *Three hours credit*

315 EUROPE FROM 1815 TO 1918 Mr. Crapster

European history is examined in its world setting from the Congress of Vienna to the end of the First World War. Revolutionary movements and diplomatic history receive special emphasis. *Prerequisite:* History 202 or permission of the instructor. *Three hours credit*

316 EUROPE SINCE 1918 Mr. Marius

Attention is concentrated upon international problems and internal affairs of the leading states, beginning with the Treaty of Versailles. Particular notice is taken of the Nazi revolution in Germany and the origins of the Second World War, its progress, and its aftermath. *Prerequisite:* History 202 or permission of the instructor. *Three hours credit*

321, 322 HISTORY OF RUSSIA

The first semester develops the course of Russian history to the midnineteenth century, with emphasis on the period since 1600. The second semester brings the development through 1956. Considerable attention is devoted to intellectual history, foreign relations, and institutional development. *Prerequisite:* History 201, 202. *Six hours credit*

325 TWENTIETH CENTURY CHINA Mr. Stemen

A study of Chinese history from 1895 to the present decade. Emphasis on China's political and intellectual revolutions and foreign relations. *Three hours credit*

331 AMERICAN CONSTITUTIONAL HISTORY Mr. Bloom

Beginning with a brief look at the European and colonial origins of American political thought and practice, consideration is given to developing political theories, judicial interpretations, and institutional forms which compose the American constitutional system today. *Prerequisite:* History 231, 232. *Three hours credit*

332 DIPLOMATIC HISTORY OF THE UNITED STATES Mr. Glatfelter

A study of the conduct of American diplomacy since 1776, emphasizing the interplay between domestic and foreign policies. *Prerequisite:* History 231, 232.
Three hours credit

341 THE AMERICAN COLONIAL PERIOD Mr. Bugbee

Commencing with the European background of the settlement of North America, stress is placed upon economic, social, and constitutional developments to 1763. Attention is given to the impact of mercantilism, European rivalries in America, and attempts to achieve intercolonial unity. *Prerequisite:* History 231.
Three hours credit

342 THE AMERICAN REVOLUTION, 1763-1789 Mr. Bugbee

The American phase of the disruption of the Old British Empire, the issues of the Confederation period, and the impetus which led to the Federal Constitution of 1787. An emphasis on political and constitutional developments. *Prerequisite:* History 231.
Three hours credit

345 CIVIL WAR AND RECONSTRUCTION Mr. Bloom

An examination of the contrasting cultures of the antebellum North and South, the problems of territorial settlement after 1846, the failure to fix upon an acceptable compromise of sectional differences, the outbreak and progress of armed conflict, and the economic and political currents set in motion by the Civil War. The problems associated with the Reconstruction era are also studied. *Prerequisite:* History 231.
Three hours credit

349 THE UNITED STATES FROM 1899 TO 1939 Mr. Glatfelter

An intensive study of selected aspects of the period from the beginning of the century through the years of the New Deal, and including Progressivism, the First World War, and the Twenties. *Prerequisite:* History 232. *Three hours credit*

350 THE UNITED STATES SINCE 1939 Mr. Glatfelter

The domestic and diplomatic problems of American participation in the Second World War, the demands made upon the United States as a leading power in the postwar world, and the degree to which the American people have adapted themselves to our rapidly changing times. *Prerequisite:* History 232.
Three hours credit

354 HISTORY OF PENNSYLVANIA Mr. Glatfelter

A study of the political, economic, and cultural aspects of Pennsylvania history, including relationships with other states and the federal government. *Prerequisite:* History 231, 232.
Three hours credit

375 HISTORICAL METHOD Mr. Glatfelter

A study of the methods employed in historical research, the development of historical writing, and some of the significant views or explanations of history.
Three hours credit

401 SENIOR SEMINAR

Staff

Open only to majors of high standing upon the invitation of the instructor. Examines related topics in history. Repeated second semester.

Three hours credit

403 SENIOR RESEARCH THESIS

Staff

Required of majors in History. Offers practice in the criticism and use of historical sources in preparation of a senior thesis. The research and writing conducted by each student is carefully supervised by a member of the staff. Repeated second semester. *Prerequisite: History 375.*

Three hours credit

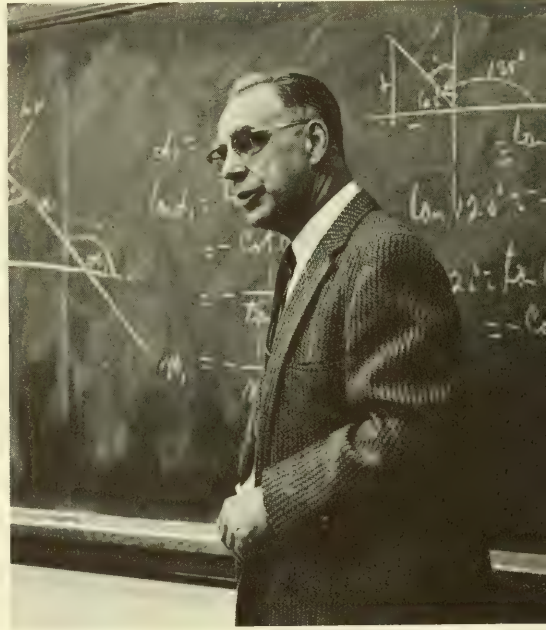
Latin (See Classics)

Mathematics

Professor Arms (Chairman)

Associate Professors Moorhead and Ziegler

Assistant Professors Butterfield and Fryling



Courses in Mathematics comprise those covering minimum essentials in college mathematics up to and including calculus and elective courses affording an ample choice of specialization preparatory to graduate study or other work. There are general courses for students who do not plan to use the subject in their vocation.

No one should elect Mathematics as his major subject unless he has shown considerable aptitude and skill in algebra, analytic geometry, and calculus. Requirements for a major include Mathematics 201-202-203 or 205-206. Students preparing for graduate study in pure Mathematics should take a course in geometry, two in algebra, and at least three in

analysis. Those going into applied Mathematics should take all the analysis courses and at least one in algebra. Students preparing for work in industry or government service should take all the algebra courses and at least one of the analysis courses. For a position in finance, several of the algebra courses, statistics, and Mathematics of Investment should be included.

Candidates for secondary school teaching positions should take Mathematics 341 and 343-344 and at least one course in each of geometry, algebra, and analysis.

101-102 COLLEGE ALGEBRA AND PLANE TRIGONOMETRY

Messrs. Butterfield and Ziegler

Designed to cover basic principles of algebra and trigonometry with emphasis on the analytical aspects. *Six hours credit*

103-104 INTRODUCTORY COLLEGE MATHEMATICS Mr. Moorhead

An introduction to the fundamental concepts of mathematics and a survey of the new and old in mathematical disciplines. Emphasis is placed on principles and ideas. This course is intended for students who do not plan to take another course in basic Mathematics. *Six hours credit*

105-106 ELEMENTARY ANALYSIS

Messrs. Butterfield,
Moorhead and Ziegler

Primarily for freshmen who have had three or more entrance units in Mathematics, preferably including trigonometry. A brief review of advanced algebra and trigonometry, a study of plane and solid analytic geometry, parametric equations and loci, permutations, probability, and an introduction to differentiation and integration. *Six hours credit*

152 ELEMENTARY STATISTICS

Mr. Ziegler

Intended for the student who wishes to use statistics without emphasizing the mathematical approach. Use of graphic methods, measures of central tendencies, deviations, confidence intervals, trend, correlation, and regression. Not open to freshmen. *Three hours credit*

201-202-203 ANALYTIC GEOMETRY AND CALCULUS

Intended for freshmen of superior ability and achievement who plan to major in Mathematics and physical sciences. An integrated study of the principles, processes, and applications of analytic geometry and calculus. Topics included are the usual topics in plane and solid analytic geometry, functions, limits, derivatives and their applications, development of the integral, multiple integration, partial differentiation, and an introduction to infinite series. Mathematics 203 taken the first semester of the following year is required to complete the course. *Nine hours credit*

205-206 CALCULUS

Messrs. Fryling and Moorhead

Topics included are functions, limits, derivatives and their applications, development of the integral, multiple integration, partial differentiation, and an introduction to infinite series. This course (or 201-202-203) should be taken by all majors in Mathematics and physical sciences. *Prerequisite:* Mathematics 105-106 or its equivalent. *Six hours credit*

300 INTRODUCTION TO MODERN ALGEBRA

Mr. Butterfield

A study of selected topics in modern algebra such as the development of the number systems; set theory; algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 105-106 or its equivalent. *Three hours credit*

301 MATRICES AND VECTOR SPACE

Mr. Fryling

Theory of finite dimensional vector spaces, linear transformations and their algebra, and matrix algebra associated with these concepts. *Prerequisite:* Mathematics 205-206 or its equivalent. *Three hours credit*

303 PROBABILITY

Mr. Fryling

The algebra of sets, discrete sample spaces, probability theorems, combinatorial methods, certain probability distributions, and topics associated with random variables. *Prerequisite:* Mathematics 105-106 or its equivalent. Repeated second semester. *Three hours credit*

307-308 MATHEMATICAL STATISTICS

Mr. Fryling

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions and applications. *Prerequisite:* Mathematics 205-206 or its equivalent. *Six hours credit*

311-312 GEOMETRY

Mr. Moorhead

The foundations and postulational development of affine, projective, and Euclidean geometry. Also topics in modern abstract geometry. *Prerequisite:* Mathematics 205-206 or its equivalent. *Six hours credit*

321 DIFFERENTIAL EQUATIONS

Methods of solving differential equations of the first order and first or higher degree linear equations with constant coefficients, the Laplace transform, solution in series, and an introduction to solution of partial differential equations, particularly by use of Fourier Series. *Prerequisite:* Mathematics 205-206 or its equivalent. Repeated second semester. *Three hours credit*

323-324 HIGHER CALCULUS

Mr. Fryling

Includes such topics as limit theorems for sequences and functions, the Riemann-Integral with extensions to Riemann-Stieltjes Integral and multiple integrals, line and surface integrals, partial differentiation, and infinite series. *Prerequisite:* Mathematics 321. *Six hours credit*

326 THEORY OF FUNCTIONS OF A COMPLEX VARIABLE Mr. Fryling
Geometric concepts, analytic functions, mappings, integration, Laurent and Taylor Series, expansion and residue theorem. *Three hours credit*

341 METHODS OF TEACHING SECONDARY MATHEMATICS Mr. Butterfield
The secondary mathematics curriculum and its current revision. Assignments for individual study are required of each student. *Three hours credit*

343-344 SELECTED TOPICS Mr. Moorhead
Assignments in collateral reading with reports and discussion. Topics are chosen to meet individual aims of the student. *Two hours credit*

351 MATHEMATICS OF INVESTMENT Mr. Ziegler
Commercial and financial applications of algebra, including progressions and logarithms. Simple and compound interest, installment payments, depreciation, amortization, annuities, life insurance, bond valuation, and similar topics. *Three hours credit*

Music

Professor Wagnild (Chairman)
Associate Professor Ackley
Assistant Professor Danfelt
Instructors Buddé, Rost, Schwartz,
and Weikel
Private music teachers Heikkinen
and Springer



The department offers theoretical and practical instruction in Music with programs leading to a Bachelor of Arts degree with a major in Music or a Bachelor of Science degree with a major in Music Education. In addition, courses in music appreciation and opportunities for participation in vocal and instrumental organizations are available. Individual instruction in voice, piano, organ, and standard band and orchestral instruments is offered by appointment. An informal audition is required of

all candidates majoring in Music or Music Education. Appointments for auditions should be made through the College Admissions Office.

The program leading to the Bachelor of Science degree in Music Education (see page 30) satisfies the certification requirements for teaching or supervising music in elementary and secondary schools.

Requirements for a major in Music leading to a Bachelor of Arts degree comprise a minimum of 24 hours, including Music 141-142, 203-204, 301-302, 311-312, and 321, and other courses upon the advice of the chairman of the department.

Requirements in applied music are as follows: (1) four years' participation in an authorized group organization, and two years of private instruction in voice, piano, organ, or another instrument authorized by the department; and (2) presentation of a recital in the junior or senior year (in special cases a standard proficiency test may be substituted for a recital).

Music 101, 103, 104, 311, and 321 may be used in fulfilling the distribution requirement in Music.

101 APPRECIATION OF MUSIC

Mrs. Schwartz and Messrs.
Danfelt and Weikel

The principal musical forms are discussed against the background of the other arts. Intensive listening is an essential part of the course. Repeated in second semester.

Three hours credit

103 APPRECIATION OF THE SYMPHONY

Mrs. Schwartz and Messrs.
Danfelt and Weikel

The standard symphonic repertoire is listened to and discussed, and is related to its cultural setting.

Three hours credit

104 APPRECIATION OF MUSIC DRAMA

Standard operatic works are listened to and discussed as examples of drama and music.

Three hours credit

111-112 WOODWIND INSTRUMENT CLASS

Mr. Danfelt

Instruction in the technique of woodwind instruments, using the clarinet as the basic instrument.

Two hours credit

113-114 BRASS INSTRUMENT AND PERCUSSION CLASS

Mr. Danfelt

Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument. Practical work is included with percussion instruments.

Two hours credit

115-116 STRINGED INSTRUMENT CLASS

Mrs. Schwartz

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two hours credit

141-142 SIGHT-SINGING AND DICTATION

Mrs. Schwartz

Instruction and intensive drill in singing and writing intervals, melodies, triads, and rhythmic figures. *Four hours credit*

201 ADVANCED SIGHT-SINGING AND DICTATION

Mrs. Schwartz

Instruction and drill in singing and writing the more difficult melodies, harmonic, and rhythmic figures is continued. Emphasis is given to the development of tonal memory and to aural and visual analysis of musical structures.

Two hours credit

203-204 HARMONY

Mr. Wagnild

A study of scale and chord structure, chord relationship, nonchordal tones and simple modulation. *Six hours credit*

205-206 CHORAL AND INSTRUMENTAL CONDUCTING

Mr. Weikel

Technique of the baton, fundamentals of choral and instrumental interpretation, problems of organization, repertoire, and maintenance of groups.

Four hours credit

220 ELEMENTARY METHODS

Mrs. Schwartz

The methods and materials of teaching Music in the elementary grades are reviewed. Elementary music appreciation methods, discussion of the child voice, and the development of rhythm and feeling for music. *Three hours credit*

221 JUNIOR AND SENIOR HIGH SCHOOL METHODS

Mrs. Schwartz

The principles and procedures in teaching Music in the junior and senior high school. Study of the adolescent voice and its care and of the methods and materials relative to the organization of various singing and playing ensembles. The evaluation of material, methods, and techniques. *Three hours credit*

301-302 ADVANCED HARMONY

Mr. Wagnild

A comprehensive survey in which emphasis is placed on modulation and the use of chromatic alterations of diatonic chords in harmonizing melodies. An aural approach to harmonic effects is also intensively pursued. *Six hours credit*

303-304 COUNTERPOINT

Mr. Weikel

The contrapuntal technique of the sixteenth century is introduced through the study of plain song and early motets. Composition in the small forms is a part of the course. *Six hours credit*

305 ORCHESTRATION

Mr. Danfelt

Instruction is given in the transposing, arranging, and coloring for the various instruments. *Three hours credit*

311-312 HISTORY OF MUSIC

Mr. Ackley

A survey of the development of musical art from ancient to modern times. Extensive listening to and reading of illustrative material are required.

Six hours credit

321 MUSICAL FORM AND ANALYSIS

Mrs. Schwartz

Motive, phrase, period, and song forms are studied. Binary and ternary forms of composition, the invention, fugue, sonata, and symphony are included. *Pre-requisite:* Music 203-204. *Three hours credit*

351 STUDENT TEACHING

Staff

Students are assigned to teach in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences with the College supervisor and supervising teacher are required. Repeated in second semester. *Twelve hours credit*

APPLIED MUSIC

The department offers instruction in voice, piano, pipe organ, and the more common instruments. The repertoire is adapted to the student's ability. One hour credit is given for one half-hour private lesson per week per semester.

Students majoring in Music who are candidates for the Bachelor of Arts degree are permitted to take up to eight credit hours of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education are permitted to take up to twelve credit hours of private instruction, at no additional cost beyond the comprehensive fee, but such credit hours must be within the hour limits permitted each semester under the comprehensive fee plan.

The department also sponsors various musical organizations, including the choir, band, and orchestra. All regular College students are eligible to audition for any of these, either at the beginning of the school year or other times by appointment.

One hour credit is given per semester for membership in the choir or band upon the student's completion of four hours of course instruction in the department, exclusive of applied music and music appreciation courses.

No student may offer more than eight hours of applied music toward a Bachelor of Arts degree.

121 VOICE

Miss Buddé and Mr. Ackley

Training in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35. *One hour credit*

123 PIANO

Mrs. Heikkinen and Mr. Springer

Instruction in the development of touch, rhythm, expression, and interpreta-

tion. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35. Fee for a forty-minute lesson per week per semester: \$40.

One hour credit

125 PIPE ORGAN

Mrs. Heikkinen and Mr. Springer

Primary attention is directed to the acquisition of technique and independence in playing upon the manuals and pedals. *Prerequisite:* satisfactory piano technique. Repeated second semester. Fee for one forty-minute lesson per week per semester: \$45.

One hour credit

127 INSTRUMENTAL INSTRUCTION

Mr. Danfelt

Instruction is available in most common band and orchestral instruments. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35.

One hour credit

131 CHOIR

Mr. Wagnild

The best of choral literature is studied intensively. In addition to appearances in nearby cities, a two-week concert tour is taken each spring. Five rehearsals weekly.

One hour credit

133 BAND

Mr. Danfelt

Membership in the band, which is open to men and women, depends entirely on the individual's musical ability and interest. The band plays at athletic events and during the second semester gives concerts on the campus and in nearby cities. Three rehearsals weekly.

One hour credit

Philosophy

Professor Richardson (Chairman)

Associate Professor Schubart

Assistant Professor Coulter



Philosophy is the study of such questions as: What is man? What is the nature of the universe? and What is knowledge? These questions are raised by the particular intellectual disciplines: fine arts, literature, the-

ology, natural sciences, and social sciences. Philosophy examines and relates the knowledge obtained by these particular disciplines and aims at comprehending the significance of this knowledge for answering such questions.

Courses in the department are based upon detailed and systematic study of classic and current examples of philosophical literature. Philosophical analyses are traditionally classified as metaphysics, theory of knowledge (including inductive and deductive logic), and value theory (ethics and aesthetics). These classifications provide the basis for systematic treatment of philosophical thought and its relations to the other particular disciplines.

Philosophy courses are an integral part of the liberal arts curriculum. The general student will find the stress on understanding and evaluating ideas a foundation for intelligent action both as an individual and as a citizen. The student preparing for graduate work in many of the professions will find that he has acquired the breadth of background which graduate schools regard as important. The student who wishes to pursue a more detailed and technical study of philosophy will receive necessary preparation for graduate work in this field.

Admission to courses other than Philosophy 201, 212, and 301 require at least three hours of philosophy, or the permission of the instructor. Majors are expected to take a minimum of 30 semester hours in philosophy, or in closely related areas chosen with the approval of the department.

201 INTRODUCTION TO PHILOSOPHY

Mr. Richardson

Contemporary analysis of philosophy and the main traditional approaches to it: scientific, aesthetic, ethical, and religious. Their assumptions, methods, and results are analyzed with a view to giving the student both the tools and the motivation for building his own philosophy.

Three hours credit

212 IDEAS OF MEN

Mr. Coulter

The opposing ideas of men on vital philosophical issues are studied by reading and discussing some of the major philosophical texts. These works are selected on the basis of the quality of the ideas and the literary qualities of their statement. Texts might include works by Plato, Descartes and James, Hume and Kierkegaard, Fromm and Sartre.

Three hours credit

301, 302 SEMANTICS, LOGIC, AND THE PHILOSOPHY OF SCIENCE

Messrs. Coulter and Schubart

An examination of the uses of language, informal fallacies, meaning, and definition; classical and modern logic; scientific knowledge and its concepts, such as observation, law, causality, probability, and theory.

Six hours credit

303, 304 HISTORY OF PHILOSOPHY

Mr. Coulter

A study of major philosophers and their writings relating primarily to metaphysics and epistemology from the early Greeks through Kant. *Six hours credit*

305 HISTORY OF ETHICS

Mr. Schubart

A study of the most significant theories of ethics from Plato to twentieth century philosophers. The relation of ethics to the other aspects of philosophy.

Three hours credit

306 PRINCIPLES OF ETHICS

Mr. Schubart

An analysis of the principles of ethics, such as value, obligation, and law, and their application to individual and social situations.

Three hours credit

308 SEMINAR IN AESTHETICS

Mr. Schubart

An analysis of the principles involved in the description, interpretation, and evaluation of works of art. The relation of aesthetics to other aspects of philosophy.

Three hours credit

320 NINETEENTH CENTURY PHILOSOPHY

Mr. Richardson

A study of the major philosophers of the period. The philosophies of Kant and Hegel as criticisms of the Enlightenment, and idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche as criticisms of idealism, and significant new constructions.

Three hours credit

321 SEMINAR IN TWENTIETH CENTURY PHILOSOPHY

Mr. Schubart

A study of contemporary philosophic movements, such as realism, pragmatism, logical empiricism, linguistic analysis, experimental naturalism, and existentialism. Each student will have the opportunity to make a study of one contemporary philosopher or movement.

Three hours credit

331 SEMINAR IN PHILOSOPHY OF RELIGION

Mr. Richardson

An analytical study of the meanings of religious statements, and a constructive attempt to relate them to beliefs.

Three hours credit

334 SEMINAR IN PHILOSOPHY OF HISTORY

Mr. Coulter

An examination of two aspects of philosophical reflections on history: the metaphysics of history as found in such writers as Kant, Hegel, Marx, Comte, and Toynbee; and the nature of historical knowledge as compared to knowledge in science, art, and other disciplines.

Three hours credit

401 INDEPENDENT STUDY

Staff

With the consent of the department, majors may take a course of directed study and conferences under the supervision of a member of the staff. Repeated second semester.

Credit arranged

402 SENIOR SEMINAR

Mr. Richardson

An advanced seminar for philosophy majors in which significant philosophical problems are raised, and the student has the opportunity to write a thesis on one of the problems or one of the major contemporary philosophers.

Three hours credit

Physics

Professor Mara (Chairman)

Associate Professors Daniels and Haskins

Assistant Professors T. Hendrickson and
Scott

Lecturer Corbin



Courses in the department emphasize the unifying principles of Physics and the analytical reasoning required for their use. Further, laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

The department offers many opportunities for interested students to take part in discussions with each other and with the staff. It also offers opportunities for investigations apart from those associated with formal courses. Students are encouraged to take advantage of these opportunities, since only by participating can they experience physics as an activity.

Physics majors and preengineering students normally take Physics 111-112, Mathematics 201-202, General Education 101-102, English Composition, and a foreign language in the freshman year. Physics majors who are not prepared to enter an intermediate (201-202) language course may substitute Biblical Literature and Religion 101 and 102 for language in the freshman year. Because of graduate school requirements and the wide literature of physics in German and Russian, majors are urged to fulfill their language requirement in one of these languages.

Physics majors must complete Mathematics 321 and 323-324. Honor students majoring in Physics normally take Physics Seminar 411-412 in the junior year and Physics Seminars 421-422 and 431-432 in the senior year. Qualified students majoring in other departments are also encouraged to take these seminars. Seminars usually meet for one afternoon each week, and students electing them should be prepared to do extensive independent work.

101-102 GENERAL PHYSICS

Mr. Daniels

Designed for students not majoring in science or Mathematics. Aims to acquaint the student with the nature and methods of physical theory and experiment by a systematic development of the essentials of mechanics and electricity, and to provide him with an understanding of modern physics sufficient to enable him to think intelligently about the varied consequences of modern physical theory. Credit is not given for both this course and Physics 111-112. *Prerequisite:* competence in the algebra usually covered in two years of high school algebra

or the permission of the instructor. Three class hours and three laboratory hours. *Eight hours credit*

105 DESCRIPTIVE GEOMETRY

Mr. Corbin

The use and care of instruments. Lettering. The theory of projection drawing in preparation for solving engineering problems by projection and revolution of points, lines, and planes. Required for all preengineering students. Does not count toward a major or minor in Physics. Three two-hour meetings.

Two hours credit

106 ENGINEERING DRAWING

Mr. Corbin

Intersections and developments. Assembly and detail drawings. Sections and dimensions. Required for all preengineering students. *Prerequisite:* Physics 105 or permission of the instructor. Does not count toward a major or minor in Physics. Three two-hour meetings.

Two hours credit

111-112 INTRODUCTORY PHYSICS

Messrs. Mara and Hendrickson

An introduction to the fields of mechanics, heat, electricity, magnetism, and light. The rudiments of calculus are introduced and used throughout. *Prerequisite:* Mathematics 105-106 or 201-202 (may be taken concurrently). Three class hours, one conference hour, and three laboratory hours.

Eight hours credit

201-202 ENGINEERING MECHANICS

Mr. Scott

The fundamental principles of statics and dynamics with emphasis on analysis and problem solving. Required for all preengineering students. *Prerequisites:* Physics 111-112 and calculus.

Six hours credit

205 INTRODUCTION TO MODERN PHYSICS

Mr. Scott

A study of the experiments and interpretations which lead to modern atomic and nuclear theory. Special relativity, wave and particle interactions, elementary atomic and nuclear structure. *Prerequisites:* Physics 111-112 and calculus or the permission of the instructor. Three class hours and three laboratory hours.

Four hours credit

304-305 ELECTRONICS

Mr. Daniels

Analysis of direct and alternating current circuits, principles of electron tubes and semiconductor devices, circuits with tubes and transistors. *Prerequisites:* Physics 111-112 and calculus. Three class hours and three laboratory hours.

Eight hours credit

311-312 ELECTRICITY AND MAGNETISM

Mr. Hendrickson

The theory of classical electric and magnetic static fields and electromagnetic fields. An introduction to vector calculus is given at the start of the course. *Prerequisites:* Physics 111-112 and calculus.

Six hours credit

314 THERMODYNAMICS AND KINETIC THEORY

Mr. Scott

First and second laws of thermodynamics, equations of state, state functions, Maxwell-Boltzmann distribution. *Prerequisites:* Physics 111-112, Mathematics 321.

Three hours credit

316 ADVANCED PHYSICS LABORATORY

Mr. Scott

Selected experiments in areas such as heat and kinetic theory of gases, physical optics, and electrical measurements. *Prerequisites:* Physics 111-112, Physics 314 (ordinarily taken concurrently). *One hour credit*

321-322 THEORETICAL PHYSICS

Mr. Mara

The mathematical methods of physics (matrices, vector spaces, linear operators, calculus of variations, partial differential equations, boundary value problems, special functions, Green's functions, etc.) applied to problems in classical mechanics, special relativity, electrodynamics, and quantum mechanics. *Prerequisites:* Physics 111-112 and Mathematics 321. *Six hours credit*

331 QUANTUM MECHANICS

Mr. Haskins

Black body radiation, Schrödinger equation, eigenvalue problems, one electron atom, wave packets, spin and angular momentum, perturbation theory. Laboratory work in nuclear physics. *Prerequisites:* Physics 205 and 311-312 and Mathematics 321. Three class hours and three laboratory hours.

Four hours credit

332 ATOMIC AND NUCLEAR PHYSICS

Mr. Haskins

Atomic structure, quantum statistics, band theory of solids, collision theory, nuclear models, beta and gamma decay, nuclear reactions. *Prerequisite:* Physics 331. Three class hours and three laboratory hours.

Four hours credit

411-412 ELECTRICITY AND MAGNETISM SEMINAR

Mr. Hendrickson

Covers the same fields as Physics 311-312. *Prerequisites:* Physics 111-112, calculus, and the permission of the instructor. One seminar afternoon.

Six hours credit

421-422 THEORETICAL PHYSICS SEMINAR

Mr. Mara

Covers the same fields as Physics 321-322. *Prerequisites:* Physics 111-112, Mathematics 321 and the permission of the instructor. One seminar afternoon.

Six hours credit

431-432 QUANTUM MECHANICS SEMINAR, ATOMIC AND NUCLEAR PHYSICS SEMINAR

Mr. Haskins

Covers the same fields as Physics 331-332. *Prerequisites:* Physics 205 and 311-312, Mathematics 321 and permission of the instructor. One seminar afternoon and one laboratory afternoon.

Eight hours credit

451-452 INDEPENDENT STUDY IN PHYSICS

Staff

Experimental or theoretical study or research under the direct supervision of a staff member. Work is normally reported in a paper. Open to upperclass science and mathematics majors with the approval of the department. Conference hours and laboratory hours arranged, either or both semesters.

Credit hours arranged



Political Science

Professor Jarvis (Chairman)
Assistant Professors Boenau and Knox
Instructor Gillespie

Although reasonable men may differ as to the proper priority of human objectives and appropriate methods of attaining them, it is not just a coincidence that man relies heavily upon the full cooperation and active participation of government as the most appropriate means of promoting some of his most cherished ideals. A good life, a better world, social and economic reforms, and higher standards of equality and justice based on great moral principles enacted into law—these are some of the things people should expect of their government in a democracy.

Regardless of one's calling in life, some training in the responsibilities of citizenship and all that this implies is essential if democratic government is to be as effective as it needs to be to meet these expectations. For college students the need is especially urgent. Leaders in public service, both domestic and foreign, will be increasingly in demand with expanding government functions. Majors in Political Science may look forward to careers in politics or diplomacy, the teaching of social studies, or the practice of law.

Requirements for a major are a minimum of 24 semester hours of Political Science, including courses 201, 202, and either 351 or 352. Economics 201 or 203 is also required. Sociology 311 may be offered as a substitute for any course in Political Science (other than those named here) in fulfilling the hour requirements for a major.

Prelaw students, regardless of their major, are recommended to take course 311, 312. Juniors with satisfactory grade averages are eligible for the Washington Semester. Political Science 201, 301, 302, 303, 316, and 341 fulfill the College Social Science requirement.

201 AMERICAN GOVERNMENT

Staff

An introduction to the study of government and politics, serving both as a basic course for more advanced study in this field and as a terminal course pro-

viding fundamental information for the student who elects it as part of a liberal arts education. Concentrates primarily on the national level of government, with attention being centered on constitutional principles and development, the democratic political process, the general nature of the three branches of government and their respective powers, and the relation of the individual citizen to his government. Repeated second semester. *Three hours credit*

202 AMERICAN GOVERNMENT

Staff

Attention is given to specific functions of the national government and to more specialized activities of the administrative agencies. Foreign policies and problems, domestic policies and problems relating to government's economic powers, and the promotion of welfare and protection of individual rights are considered. In addition, state and local government units are studied and analyzed. *Prerequisite: Political Science 201. Three hours credit*

301 FOREIGN GOVERNMENTS (European)

Mr. Boenau

Analysis and comparison of the structure and operation of the governments of Great Britain, France, West Germany, and the Soviet Union, and the study of the political processes of these countries. *Three hours credit*

302 FOREIGN GOVERNMENTS (Asian)

Mr. Boenau

An analysis and comparison of the structure and political processes of the principal governments of Asia. Particular attention is devoted to China, Japan, and India. *Three hours credit*

303 FOREIGN GOVERNMENTS (Latin American)

Mr. Jarvis

General characteristics in the structure of governments and political practices of Latin American countries are examined and analyzed. The significance of historical, social, economic, and geographical factors, as well as the role of the army, church, and organized labor in Latin American politics are discussed. Current domestic and international trends and problems of these countries are appraised. *Three hours credit*

311, 312 CONSTITUTIONAL LAW

Mr. Jarvis

The first semester deals largely with case studies of Supreme Court decisions involving the powers and limitations of the legislative, executive, and judicial branches of government at the national level. The second deals with case studies of Supreme Court decisions involving the powers of state and local governments and decisions that deal with constitutional guarantees of individual rights. *Prerequisite: Political Science 201 or permission of the instructor.*

Six hours credit

316 INTERNATIONAL LAW AND ORGANIZATION

Mr. Jarvis

A survey course of the international community and its organization and law. Topics included for discussion are status of members in the community; jurisdiction over land, sea, and air; jurisdiction of nationals and aliens; international agents and types of international agreements; procedures for adjusting interna-

tional differences; techniques of international cooperation; and the structure and functions of the United Nations and regional organizations.

Three hours credit

331 POLITICAL PARTIES

Mr. Jarvis

A study of politics and politicians, party history, organization, procedures, policies, and prospects. Emphasis is placed on current party developments and trends, and attention is also given to the role of pressure groups in the political process. *Prerequisite:* Political Science 201 or permission of the instructor.

Three hours credit

341 INTERNATIONAL RELATIONS

Mr. Knox

Emphasizing the major forces governing relations between nations, the influence of such factors as power, nationalism, imperialism, sovereignty, international law and organization, and diplomacy are dealt with. Attention is also given to current developments in regard to disarmament, American-Soviet relations, and the United Nations.

Three hours credit

342 AMERICAN FOREIGN POLICY

Mr. Knox

The machinery and processes involved in foreign policy determination, past and present problems of American foreign policy, and commitments in special areas. Particular attention is given to American-Soviet relations, the problems posed by underdeveloped nations, and the role of the United States in the United Nations. Problem areas studied include Europe, the Middle East, Africa, Latin America, and Asia. *Prerequisite:* Political Science 341. *Three hours credit*

351 HISTORY OF POLITICAL THOUGHT

Mr. Boenau

A study of certain of the classics in political theory in an attempt to direct the attention of the student to fundamental questions such as the nature of political obligation and the problems of freedom and authority. *Three hours credit*

352 MODERN POLITICAL THOUGHT

Mr. Boenau

Emphasis is placed on theoretical material which analyzes modern political society. Some attention is given to Communist theory and twentieth century totalitarianism as well as to contributions within the framework of traditional Western democracy.

Three hours credit

401 INDEPENDENT STUDY

Staff

Open to majors who have demonstrated competence and ability to engage in individual research; permits qualified students to do extra reading of an intensive nature, especially those who intend to continue with graduate study in the field of government or law. Arrangements should be made with the instructor for permission to enroll in this course.

Hours and credit arranged

402 SENIOR SEMINAR

Staff

Open only to majors with a B or better average in Political Science. Offers an opportunity to work on an advanced level in either foreign or domestic political studies. Specific area to be announced. Common core of reading with oral and written reports on individual research projects.

Three hours credit

Psychology

Professor Smoke (Chairman)

Visiting Professor Whitely

Associate Professors Platt and Shand

Assistant Professors Frank and Mudd

Visiting Assistant Professor Wood



The objectives of the department include promoting knowledge of the basic facts and principles of human experience and behavior, with emphasis on the formation of a scientific attitude toward behavior and an appreciation of the complexity of human personality. For advanced students an attempt is made to provide a balanced program of course offerings in both theoretical and applied Psychology. Students who plan to enter graduate school for training as professional psychologists may take courses that introduce them to such areas of specialization as clinical psychology, experimental psychology, and business and industrial psychology.

The career opportunities in psychology are numerous and varied. Although college teaching and research continue to attract more well-trained psychologists than any other type of vocational endeavor, many psychologists are being employed by business and industrial organizations, public school systems, and federal, state, and local governmental agencies. The opportunities for employment are especially numerous in clinical psychology. One planning a career in any area of psychology should expect to spend at least a year in postgraduate study. This should be regarded as the barest minimum. Many of the best positions in professional psychology require three or four years of postgraduate training.

Psychology 201 is a prerequisite for all other courses in the department, and may be used in fulfilling the College requirement in Social Science. Requirements for a major include Psychology 201, 231, 305, 341, and 344, and 9 additional hours approved by the department. Students looking forward to admission to graduate school will be expected to take Psychology 311, preferably in their junior year. Such students will find that the independent study required in Psychology 402 and 405 will be desirable preparation for graduate work.

201 GENERAL PSYCHOLOGY

Staff

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated second semester.

Three hours credit

210 BUSINESS AND INDUSTRIAL PSYCHOLOGY

Mr. Mudd

The application of psychological principles and techniques to selection, placement, and training of personnel and to problems in industrial efficiency, industrial relations, and leadership. Consideration is also given to recent developments in human engineering.

Three hours credit

214 SOCIAL PSYCHOLOGY

Messrs. Platt and Smoke

Attempts to promote the understanding of human experience and behavior in social situations. Topics considered include group dynamics, leaders and leadership, propaganda, prejudice, and the implications of psychological findings for international relations.

Three hours credit

220 MENTAL HYGIENE

Mr. Frank

A study of principles of personal adjustment, particularly from the viewpoints of learning and perception. These principles are related to everyday living, with emphasis on self-understanding in terms of attitudes, interests, abilities, and traits of personality.

Three hours credit

225 CHILD AND ADOLESCENT PSYCHOLOGY

Mrs. Wood

Children's behavior patterns are traced through stages of growth to maturity with consideration of personality development and character formation in home, school, church, and society. Some attention is given to problems of the exceptional child and the delinquent. Illustrative materials include visits to child care centers, research reports, case studies, and films.

Three hours credit

231 PSYCHOLOGICAL STATISTICS

Messrs. Mudd and Platt

An introduction to the descriptive and inferential statistics commonly used in Psychology. Among the topics included are measures of central tendency, variability, correlation and regression, reliability, and the testing of hypotheses.

Three hours credit

305 EXPERIMENTAL PSYCHOLOGY

Mr. Platt

An introduction to the scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and the design of experiments. The treatment and interpretation of experimental data are discussed. *Prerequisite:* Psychology 231. Three class hours and three laboratory hours. Repeated second semester.

Four hours credit

311 PSYCHOLOGICAL TESTS AND MEASUREMENTS

Mr. Mudd

Fundamental principles are studied in the development of reliable and valid devices designed to reveal measurable characteristics of personality and behavior. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. Laboratory instruction necessary for the correlation of theory and practice is given. *Prerequisite:* Psychology 231. Two class hours and three laboratory hours.

Three hours credit

312 PSYCHOLOGICAL TESTS AND MEASUREMENTS Mr. Shand

An introduction to individual and group tests of intelligence and to performance tests of personality. Opportunity is given for carrying out individual research projects involving the design and development of tests. Not a course in the administration of tests, but one in which emphasis is placed on the theory of tests of intelligence and personality and on the design of tests in general. *Prerequisite:* Psychology 311. Two class hours and three laboratory hours.

Three hours credit

316 PERCEPTION Mr. Mudd

An introductory survey of current knowledge and theories of sensation and perception and the major classes of sensory and perceptual phenomena. The laboratories are concerned with the experimental study of stimulus properties, thresholds, adaptation effects, illusions, constancies, meaning, and the influence of motivational states on the perceptual process. *Prerequisite:* six hours credit in Psychology. Three class hours and three laboratory hours. *Four hours credit*

317 PSYCHOLOGY OF LEARNING Mr. Frank

An introductory survey of contemporary approaches to learning. In addition, recent investigations in all phases of learning are examined, including a study of factors affecting the efficiency of human learning and retention. *Prerequisite:* six hours credit in Psychology. Three class hours and three laboratory hours.

Four hours credit

321 PSYCHOLOGY OF PERSONALITY Mr. Smoke

Emphasis is placed on the nature and organization of personality traits and tendencies and the methods that can be used in studying personality. Consideration is given to a number of theories of personality structure, including those of "depth" psychologists such as Freud, Jung, and Adler. *Three hours credit*

326 ABNORMAL PSYCHOLOGY Messrs. Shand and Whitely

The various types of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles of hypnosis, psychoanalysis, client-centered counseling and other types of psychotherapy are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to the Harrisburg State Mental Hospital. *Prerequisite:* six hours credit in Psychology and junior or senior standing. *Three hours credit*

331 INTRODUCTION TO CLINICAL PSYCHOLOGY Mr. Frank

Not a course in clinical practice, but a survey of the field of clinical psychology, its problems, methods, and areas of application. *Prerequisite:* six hours credit in Psychology. *Three hours credit*

336 PHYSIOLOGICAL PSYCHOLOGY Mr. Platt

Consideration is given to the relationship between behavior and the structure and functioning of the organism. Emphasis is placed on the neurological bases

of sensation, perception, learning, and problem solving, with some attention to recent research in psychopharmacology. *Prerequisite:* six hours credit in Psychology or eight hours credit in Biology. *Three hours credit*

341 HISTORY OF PSYCHOLOGY

Messrs. Shand and Whitely

Reviews some of the basic theories, experiments, principles, concepts, methods, and findings which have evolved and shows how they form part of the subject matter of psychology today. Special attention is given to empiricism, associationism, structuralism, functionalism, behaviorism, gestalt, and psychoanalysis as schools of thought which have contributed to the formation of different theoretical points of view evident in present-day psychology. *Prerequisite:* six hours credit in Psychology. *Three hours credit*

344 ADVANCED GENERAL PSYCHOLOGY

Mr. Mudd

Consideration is given at an advanced level to motivation, perception, learning, and other topics introduced in general psychology. *Prerequisite:* twelve hours credit in Psychology. *Three hours credit*

402 CONTEMPORARY PSYCHOLOGICAL LITERATURE

Mr. Platt

Opportunity is given the student to do intensive and critical reading on topics of special interest to himself. Readings are limited to recent professional books, journal articles, and research reports which deal with significant contemporary developments in psychology. *Three hours credit*

405 SENIOR RESEARCH

Staff

In the senior research course, the student conducts an individual research project under supervision of a member of the staff. *Prerequisite:* permission of the instructor. Repeated second semester. *Hours and credit arranged*

Reserve Officers Training Corps



The Basic Course in Air Science or Military Science can be taken by male students to satisfy the College requirement in physical education or military science.

AIR FORCE ROTC: AIR SCIENCE

Professor Schmidt (Chairman); Assistant Professors Condie, Paparazo, and Skidmore; Assistant Instructors Davis, Salo, and Swiger.

BASIC COURSE

101-102 FOUNDATIONS OF AEROSPACE POWER

An introductory examination of the factors of aerospace power, major ideological conflicts, requirements for military forces in being, responsibilities of citizenship, development and traditions of the military profession, role and attributes of the professional officer in American democracy, organization of the armed forces as factors in the preservation of national security, and the United States Air Force as a major factor in the security of the free world. An average of not less than two classroom hours per week (a total of 60 classroom hours).

Two hours credit

201-202 FUNDAMENTALS OF AEROSPACE WEAPON SYSTEMS

An introductory survey of aerospace missiles and craft, and their propulsion and guidance systems; target intelligence and electronic warfare; nuclear, chemical, and biological warhead agents; defensive, strategic, and tactical operations; problems, mechanics, and military implications of space operations; and a survey of contemporary military thought. An average of not less than two classroom hours per week (a total of 60 classroom hours).

Two hours credit

ADVANCED COURSE

301-302 AIR FORCE OFFICER DEVELOPMENT

Staff organization and functions, and the skills required for effective staff work, including oral and written communication and problem solving; basic psychological and sociological principles of leadership and their application to leadership practice and problems; and an introduction to military justice. An average of not less than four classroom hours per week (a total of 120 classroom hours).

Six hours credit

311-312 GLOBAL RELATIONS

An intensive study of global relations of special concern to the Air Force officer, with emphasis on international relations and geography. Also may include weather and navigation, and briefing for commissioned service. An average of not less than four classroom hours per week (a total of 120 classroom hours).

Five hours credit

ARMY ROTC: MILITARY SCIENCE

Professor Eddy (Chairman); Assistant Professors Auer and Valerius; Assistant Instructors Davis, Ferrara, Koballa, Prosperi, and Ridenour.

BASIC COURSE

101-102 BASIC COURSE, FRESHMAN

A general introduction to military science, including training in organization of the Army and ROTC, individual weapons and marksmanship, the U.S. Army and national security, and an elective academic subject in one of four approved areas. First semester: two periods leadership laboratory plus academic subject. Second semester: two periods leadership laboratory and two classroom periods.

Two hours credit

201-202 BASIC COURSE, SOPHOMORE

Leadership; American military history; map and aerial photograph reading; introduction to operations and basic tactics. Four periods, two in classroom and two in leadership laboratory.

Four hours credit

ADVANCED COURSE

301-302 ADVANCED COURSE, JUNIOR

Leadership, military teaching methods, branches of the Army, tactics, communications, and leadership laboratory. Five periods, three in classroom and two in leadership laboratory.

Five hours credit

311-312 ADVANCED COURSE, SENIOR

Command and staff, military intelligence, training management, logistics, military law, administration, and role of the U.S. in world affairs. Five periods, three in classroom and two in leadership laboratory.

Five hours credit

Romance Languages

Professor Bachman (Chairman)

Associate Professors Barriga, Hamme, Kurth,
and Sanborn

Assistant Professors Lehnberger, Playfoot,
and Weaner

Instructors Crook and C. Hendrickson

Lecturer Hesse



The chief aim of courses offered by the department is to give the student a firm command of the spoken and written foreign language.

Through study of a foreign language the student finds ample opportunities to discipline his mind. The oral-aural aspect of modern language teaching has received great impetus since the establishment of language laboratories that supplement classroom instruction of the department.

Literature and civilization courses lead to cultural insights of other societies. Formation of the student's character and cultivation of a deeper understanding of what is transpiring in the world is the principal goal of all advanced courses. All majors are urged to fulfill the requirements of the reading list as early as practicable.

Requirements for a major in French or Spanish include a minimum of 30 semester hours above the 101-102 course. Majors in French must take 301, 302 and 18 hours in literature. Requirements for a major in Spanish include courses 301, 302 and 311, 312, plus two additional literature courses. These requirements may be waived in special cases at the discretion of the department.

French 101-102 and Spanish 101-102 students must spend one hour per week in the language laboratory.

The following courses fulfill the College literature requirement: French 311, 312, 317, 318, 321, 322, 325, 326, 329, 330, and 333, 334; Spanish 311, 312, 315, 316, 321, 322, 323, 324, 327, 328, and 331, 332.

FRENCH

101-102 ELEMENTARY FRENCH Staff

Essentials of grammar; practice in composition, reading, and translation.
Six hours credit

201, 202 INTERMEDIATE FRENCH Staff

Grammar review and composition. Reading of selections from modern French authors. *Prerequisite:* French 101-102 or its equivalent. *Six hours credit*

301, 302 ADVANCED FRENCH COMPOSITION AND CONVERSATION Mr. Bachman

Systematic study of French grammar including composition drill. Stress on free composition and oral expression. *Prerequisite:* French 201, 202.
Six hours credit

303 PRACTICAL PHONETICS Mr. Bachman

Practice in phonetic transcription and pronunciation. Laboratory course.
Three hours credit

311, 312 SURVEY COURSE IN FRENCH LITERATURE Mr. Sanborn

A general survey of French literature from the Middle Ages to the nineteenth century. *Prerequisite:* French 201, 202 or its equivalent. *Six hours credit*

316 HISTORY OF FRENCH CIVILIZATION

Mr. Bachman

A survey of French history, emphasizing French contributions to political, social, and cultural movements of Europe. *Three hours credit*

317, 318 FRENCH LITERATURE OF THE SIXTEENTH CENTURY

Miss Lehnberger

A study of the Renaissance as illustrated by writings of Rabelais, Calvin, the Pléiade, and Montaigne. *Prerequisite: French 201, 202 or its equivalent.*

Six hours credit

321, 322 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY

Miss Lehnberger

French classicism as revealed in dramatic works of Corneille, Molière, and Racine. Study of representative prose writers. *Prerequisite: French 201, 202 or its equivalent.*

Six hours credit

325, 326 FRENCH LITERATURE OF THE EIGHTEENTH CENTURY

Mr. Bachman

Critical study of the "*esprit philosophique*" as illustrated in writings of Montesquieu, Voltaire, Diderot, d'Alembert, Buffon, Rousseau, and others. *Prerequisite: French 201, 202 or its equivalent.* Alternates with French 321, 322.

Six hours credit

329, 330 FRENCH LITERATURE OF THE NINETEENTH CENTURY

Mr. Sanborn

Selections from poets and prose writers of the Romantic, Realistic, Naturalistic, and Symbolistic Movements. *Prerequisite: French 201, 202 or its equivalent.*

Six hours credit

333, 334 FRENCH LITERATURE OF THE TWENTIETH CENTURY

Mr. Sanborn

The more recent literary tendencies of France, with special reference to national life and character. *Prerequisite: French 201, 202 or its equivalent.*

Six hours credit

341 INTRODUCTION TO ROMANCE PHILOLOGY

Mr. Bachman

Morphology of French, Spanish, and possibly Italian. Emphasis on phenomena having special significance for teachers or graduate students. Recommended to majors and minors in French and Spanish.

Three hours credit

342 OLD FRENCH LANGUAGE AND LITERATURE

Mr. Bachman

The various genres of medieval French literature. *Prerequisite: French 341.* Alternates with French 316.

Two hours credit

361 METHODS OF TEACHING FRENCH

Mr. Bachman

Lesson planning in conjunction with grammar review; discussion concerning cultural material to be used; selection of suitable texts. Open only to those stu-

dents who expect to teach and have been recommended by the department chairman. *Three hours credit*

401 SEMINAR IN FRENCH LITERATURE AND CIVILIZATION Staff
Repeated second semester. *Hours and credit arranged*

403 INDEPENDENT STUDY Staff
Repeated second semester. *Hours and credit arranged*

SPANISH

101-102 ELEMENTARY SPANISH Staff
Fundamentals of grammar and reading. *Six hours credit*

201, 202 INTERMEDIATE SPANISH Staff
Review of Spanish grammar, conversation, translation, and composition. *Prerequisite: Spanish 101-102 or its equivalent. Six hours credit*

301, 302 ADVANCED SPANISH COMPOSITION AND CONVERSATION
Mrs. Weaner and Mr. Barriga
Intensive practice in the written and oral use of the language through themes, individual speeches, and group discussion. Reading and discussion of Spanish magazines and newspapers. *Prerequisite: Spanish 201, 202 or its equivalent. Six hours credit*

311, 312 SURVEY COURSE IN SPANISH LITERATURE
Mrs. Hendrickson
The development of the Spanish *generos literarios* to the present day. Geographical and historical background. *Prerequisite: Spanish 201, 202. Six hours credit*

314 IBERO-AMERICAN CIVILIZATION
A study of the civilization and cultural development of the Spanish-speaking peoples. *Three hours credit*

315, 316 SPANISH-AMERICAN LITERATURE Mr. Barriga
A survey course with emphasis on poetry and the novel. *Prerequisite: Spanish 201, 202. Six hours credit*

321, 322 NOVELA DEL SIGLO DE ORO Mr. Hamme
La novela picaresca and Don Quijote. Six hours credit

323, 324 TEATRO DEL SIGLO DE ORO Mr. Hamme
Lope de Vega and other dramatists of the Siglo de Oro. *Six hours credit*

327, 328 NINETEENTH CENTURY SPANISH NOVEL AND
DRAMA Mrs. Hendrickson
The *costumbrista* movement. The neoclassic, romantic, and postromantic Spanish drama. *Prerequisite: Spanish 201, 202 or its equivalent. Six hours credit*

331, 332 TWENTIETH CENTURY SPANISH LITERATURE

Mrs. Weaner

Reading and study of outstanding novels and dramas of the twentieth century, beginning with the generation of 1898. *Prerequisite:* Spanish 201, 202 or its equivalent. *Six hours credit*

361 METHODS AND TECHNIQUE OF TEACHING SPANISH

Mr. Hamme

Technique, lesson planning, selection of textbooks, remedial teaching. Lectures, reports, and classroom practice. For teaching majors. *Three hours credit*

401 SEMINAR IN SPANISH LITERATURE AND CIVILIZATION Staff

Repeated second semester.

Hours and credit arranged

403 INDEPENDENT STUDY

Staff

Repeated second semester.

Hours and credit arranged

Russian (see German)

Sociology and Anthropology

Professor Bloss (Chairman)

Assistant Professor Sheaffer

Instructor Hamell



Sociology is a generalizing science of man in all his social relationships. It is concerned with group behavior, social organization, and the effects of social forces on personality. Through a variety of courses dealing with

the behavior of men in families, communities, and other groups, it is hoped the student will acquire a greater understanding of himself and the society in which he lives.

Anthropology is a broadly integrative discipline focusing upon the nature of man as a whole; as a biological organism, social being, and carrier and creator of culture. A comparative science, it studies man in groups from all times and all places, seeking fundamental aspects of human behavior amidst the diversity of physical and cultural variables.

Knowledge gained from Sociology and Anthropology is useful throughout life and in various fields of work. In addition to providing education in preparation for a college teaching career, Sociology and Anthropology also offers work leading toward careers in the ministry, law, criminology, social work, city planning, and archaeology as well as many areas of research and administration in government and business. Anyone planning a career in any of these fields should expect to take graduate work leading to the master's degree.

Sociology and Anthropology 201 is a prerequisite for all other courses in the department except as otherwise noted in course descriptions. Requirements for a major include Sociology and Anthropology 201, 204, 331, 334, 401 and 9 additional hours approved by the department.

Sociology and Anthropology 201 or 204 may be used in fulfilling the College requirement in Social Science.

201 PRINCIPLES OF SOCIOLOGY

Miss Bloss and Mr. Sheaffer

Surveys basic forms of human association and interaction. Includes discussion of sociological theory and method, culture and personality, human ecology and population, and social organization and disorganization. Social institutions and processes are analyzed and related to the current national and world scene. Repeated second semester.

Three hours credit

204 INTRODUCTION TO GENERAL ANTHROPOLOGY

Mr. Hamell

A survey of the development of the discipline and of its principal findings in the fields of human paleontology, prehistory, physical, social, and cultural anthropology.

Three hours credit

301 CULTURAL DYNAMICS

Mr. Hamell

Analysis of the processes of change as they are manifested in stable societies and cultures and in those undergoing rapid transformation. Problems of acculturation. Prerequisite: Course 201 or 204.

Three hours credit

304 AMERICAN COMMUNITY PATTERNS

Mr. Sheaffer

Historic development of the modern urban community. Problems arising from urbanization and industrialization of society are analyzed.

Three hours credit

305 THE FAMILY

Miss Bloss

An examination of some of the social, psychological, and economic problems of the American family. Traces the shifting roles of family members today against the background of family life in other cultures and our recent history.

Three hours credit

308 INDUSTRIAL SOCIOLOGY

Analyzes social relations existing between management and labor in modern large-scale industry both within the plant and in industry as a whole, the reactions of workers to their situations, and the part played by industrial leadership in the community at large. The forces that strive for perpetuation of old industrial roles and those making for changes are distinguished.

Three hours credit

309 DYNAMICS OF SMALL GROUPS

Mr. Sheaffer

The small group of two to twelve persons is considered as the fundamental social unit. Sociological theories and investigations of leadership, division of function, communication, and the web of interpersonal relations and controls in the small group are examined.

Three hours credit

311 PUBLIC OPINION

The nature and development of public opinion as related to cultural and psychological processes. A critical review of methods of opinion measurement and polling. Opinion changes are related to the rise of interest groups, publicity, and propaganda. Special attention is given to the various media of mass communication. *Prerequisite:* advanced standing in Sociology and Anthropology, Economics, Political Science, or Psychology.

Three hours credit

315 CRIMINOLOGY

Miss Bloss

Analyzes the social, cultural, and psychological factors involved in development of the criminal. Our present system of criminal justice is evaluated. Objectives of an effective correctional system are emphasized.

Three hours credit

318 MINORITY GROUPS

Mr. Hamell

Ethnic minorities (national, "racial," and religious) in complex societies. Separation, integration, and assimilation seen as processes in acculturative situations. Examples drawn from major world areas, with emphasis on the American scene.

Three hours credit

321 SOCIAL LEGISLATION

Miss Bloss

Examines the changing philosophy of government in striving to meet the needs of modern industrial civilization. Special attention is given to present-day social welfare policies and programs.

Three hours credit

326 INTRODUCTION TO SOCIAL WORK

Miss Bloss

The development of social work philosophy and practice from its beginnings to the present day with special attention given to its place in modern American society. Basic principles of social work are noted and studied in relation to their operation in case work, group work, and community organizations.

Three hours credit

327 PEOPLES AND CULTURES OF THE PACIFIC

Mr. Hamell

Culture history and ethnographic survey of Polynesia, Micronesia, Melanesia, and Indonesia. *Prerequisite:* Course 204. *Three hours credit*

328 WORLD CULTURES

Mr. Hamell

A selective survey of peoples and cultures representing different degrees of societal complexity and various culture areas and natural environments. *Prerequisite:* Course 204. *Three hours credit*

331 SOCIAL THEORY

Mr. Sheaffer

Important schools of contemporary sociological theory are reviewed. Structural-functional theory, formal sociology, human ecology, neopositivism, historical sociology, microsociology, and neoevolutionism are analyzed and identified with leading European and American sociologists. *Three hours credit*

334 METHODS OF SOCIAL RESEARCH

Mr. Sheaffer

The interview, schedule, participant and nonparticipant observer techniques, statistics, and other devices are discussed as tools in systematic observation of social behavior. Planning, organization, and conduct of social surveys and research projects are discussed. *Three hours credit*

401 SEMINAR

Students are directed in reading and research on selected topics related to the field of sociology. Repeated second semester. *Three hours credit*

Spanish (See Romance Languages)

Speech (See English)

The Alumni

THE WORD *alumnus* stems from its meaning in Latin: a foster child. Thus, from the moment a high school student receives his notice of acceptance at Gettysburg College, he is in a sense an alumnus.

Realizing keenly its kinship with all its "foster children," Gettysburg College seeks to maintain contact with them after commencement. For their part, Gettysburg alumni cherish their lifelong link with their alma mater. The Alumni Association, founded in 1835, has exerted a good influence on the continuing process of higher education at Gettysburg College.

Alumni cooperate in many ways to insure that the liberal arts thrive at Gettysburg. They give of their time and talents to interest students in Gettysburg College, make available scholarships and loans, and help provide adequate physical and academic facilities.

To promote service to the College and fellowship among its alumni, Gettysburgians have organized 36 alumni clubs in localities spanning the United States from New England to Southern California. In these areas and elsewhere there are many individual alumni working with the Admissions Office and the Secondary Schools Committee of the Alumni Association to provide firsthand information about Gettysburg College for prospective students. In late summer many alumni clubs sponsor *bon voyage* dinners honoring Gettysburg freshmen and their parents.

The College underwrites a flourishing Alumni Office, with an executive director and a clerical staff. This office administers the Alumni Loan Fund by which a senior needing financial aid may borrow up to \$600. The office also keeps information files and acts as a secretarial center for alumni activity.

The College communicates with former students through a regularly published magazine, newsletters, and other incidental publications, all issued by the Alumni Office. The Director of Alumni Relations and his staff also plan Homecoming Weekend, held in the fall, and Alumni Weekend in the spring.

Register

Board of Trustees¹

Terms expire in 1963

LUTHER W. RITTER (1957)

Alumni Trustee

General Manager, Littonian Shoe Company. Littlestown, Pa.

EDGAR D. ZIEGLER (1961)

Central Pennsylvania Synod Trustee

Pastor, St. Mark's Lutheran Church. Hanover, Pa.

Terms expire in 1964

CLARENCE A. WILLS (1946)

President, Gettysburg National Bank. Fairfield, Pa.

JOHN A. APPLE, *Chairman* (1952)

President, Butter Krust Baking Company. Sunbury, Pa.

LESTER E. GINGERICH, *Vice Chairman* (1952)

Chief mechanical officer, Pennsylvania Railroad. Wynnewood, Pa.

LLOYD M. KELLER, D.D. (1958)

Maryland Synod Trustee

Retired clergyman. Orrtanna, Pa.

JULIUS G. HLUBB, PH.D. (1958)

Maryland Synod Trustee

Vice Principal, Baltimore City College. Baltimore, Md.

G. THOMAS MILLER (1962)

Central Pennsylvania Synod Trustee

Judge, Dauphin County. Harrisburg, Pa.

GEORGE E. ALLEN (1958)

Attorney. Washington, D. C.

ARTHUR S. SIPE (1958)

Alumni Trustee

Sales staff, Procter and Gamble Company. Drexel Hill, Pa.

¹ The date following the name indicates the beginning year of present service on the Board of Trustees.

Terms expire in 1965

- C. WILLIAM DUNCAN (1935)
News staff, Camden (N. J.) *Courier-Post*. Pennsauken, N. J.
- RICHARD C. WETZEL (1941)
President, Wytheville Corporation. Wyomissing, Pa.
- WARREN C. HEINLY, D.D. (1957)
Central Pennsylvania Synod Trustee
Pastor, Grace Lutheran Church. Lancaster, Pa.
- MILLARD E. GLADFELTER, Ph.D. (1958)
President, Temple University. Jenkintown, Pa.
- EDWIN T. FERREN, M.D. (1959)
Physician. Merchantville, N. J.
- WILLIAM H. B. STEVENS (1959)
Alumni Trustee
Partner, Latham-Stevens Company, Insurance Brokers. Harrisburg, Pa.

Terms expire in 1966

- CLYDE E. GERBERICH (1937)
Treasurer, Gerberich-Payne Shoe Company. Mount Joy, Pa.
- MRS. CHARLES W. BAKER, JR. (1947)
Guidance Counselor, Springdale Senior High School. Springdale, Pa.
- WILLIAM H. SANDLAS (1948)
Chief estimator, Consolidated Engineering Company, Inc. Baltimore, Md.
- CHESTER S. SIMONTON, D.D. (1948)
Retired clergyman. York, Pa.
- GORDON D. WHITCRAFT (1954)
Feature editor, Philadelphia *Evening Bulletin*. West Chester, Pa.
- BERTRAM M. WILDE (1954)
President, Janney, Battles, and E. W. Clark, Inc., Investment Bankers.
Narberth, Pa.
- HARRY C. MCCREARY (1959)
President, McCreary Tire and Rubber Company. Indiana, Pa.
- PAUL H. RHODS (1960)
Attorney. Harrisburg, Pa.
- LEWIS C. MANGES, JR., M.D. (1960)
Alumni Trustee
Surgeon. Bala-Cynwyd, Pa.
- THE HONORABLE DWIGHT D. EISENHOWER (1961)
Former President of the United States. Gettysburg, Pa.
- MRS. JOSIAH W. KLINE (1962)
Kline Foundation. Harrisburg, Pa.

Terms expire in 1967

PAUL R. SIEBER, M.D. (1949)

Surgeon. Pittsburgh, Pa.

HORACE G. PORTS, *Secretary* (1955)

Attorney. York, Pa.

DONALD K. WEISER (1955)

General Manager, Illinois Office, Aetna Casualty and Surety Company. Glen Ellyn, Ill.

DWIGHT F. PUTMAN D.D. (1962)

Central Pennsylvania Synod Trustee

Synod President. Harrisburg, Pa.

LUTHER H. SNYDER, M.D. (1961)

Alumni Trustee

Physician. Washington, D. C.

Terms expire in 1968

JOHN S. RICE (1939)

U.S. Ambassador to the Netherlands, Gettysburg, Pa.

LAVERN H. BRENNEMAN (1962)

Alumni Trustee

President, York-Shipley, Inc., York, Pa.

Trustee ex officio

CARL ARNOLD HANSON, Ph.D. (1961)

President, Gettysburg College. Gettysburg, Pa.

The Administration

(As of February 1, 1963)

CARL ARNOLD HANSON

President

A.B., University of Akron; Ph.D., Cornell University; LL.D., University of Akron

MILDRED D. JOHNSON

Administrative Assistant to the President

A.B., Gettysburg College.

JOHN H. KNICKERBOCKER

Historian and Director, Civil War Institute

A.B., A.M., Columbia University.

RICHARD A. BROWN

College Counsel

A.B., Gettysburg College; LL.B., University of Pennsylvania.

CHARLES H. GLATFELTER

Dean of the College and Director of Summer Session

A.B., Gettysburg College; Ph.D., The Johns Hopkins University.

CHARLES R. WOLFE

Dean of Admissions

A.B., A.M., Gettysburg College.

MARTIN H. CRONLUND

Associate Dean of Admissions

A.B., Gettysburg College; A.M., Temple University.

DEANE G. BORNHEIMER

Assistant Dean of Admissions

A.B., Gettysburg College; M.Ed., University of Maine.

JANET O. RHOADS

Admissions Counselor

MILDRED H. HARTZELL

Registrar

B.S., Gettysburg College.

LILLIAN H. SMOKE

Librarian

A.B., Juniata College; B.S.L.S., Columbia University.

DOROTHY J. RIDDAGH

Catalogue Librarian

A.B., Wilson College; B.S.L.S., Drexel Institute.

SARAH B. WESTINE

Readers' Services Librarian

B.S., Simmons College.

DORIS M. KEMLER

Audio-Visual Librarian

B.S., A.M., University of Minnesota.

NANCY C. HODGES

Assistant Catalogue Librarian

A.B., University of Pittsburgh.

ANNA JANE MOYER

Assistant Readers' Services Librarian

A.B., Susquehanna University; M.S.L.S., Drexel Institute.

JOHN W. SHAINLINE

Dean of Students

A.B., Gettysburg College; A.M., Columbia University.

MARTHA H. STOREK

Dean of Women

A.B., Connecticut College; Ph.D., Bryn Mawr College.

W. RAMSAY JONES

Dean of Men

A.B., Gettysburg College.

DAVID M. LONG

Director of Guidance and Placement

A.B., Lebanon Valley College; M.Ed., Temple University.

BARBARA L. PLATT

Assistant Director of Guidance and Placement

B.S., Allegheny College; A.M., Ohio State University.

LEWIS B. FRANK

Counseling Psychologist

B.S., Franklin and Marshall College; A.M., The Johns Hopkins University.

J. MICHAEL MC GRATH

Clinical Consultant

B.S., University of Notre Dame; M.D., Temple Medical School.

PAUL N. TERWILLIGER

Director of Reading Services

B.S., Clarion State College; A.M., Lehigh University.

HAROLD O. CLOSSON, JR.

Director of Student Union

B.S., University of Maryland.

CHESTER G. CRIST

Medical Director, Emeritus

M.D., Medico Chi of Philadelphia.

DOUWE L. RADSMA

College Physician

M.D., University of Amsterdam.

F. STANLEY HOFFMAN

Business Manager

B.S., M.S., Gettysburg College.

STEVE C. DUNLAP

Assistant Business Manager

B.S., University of Pittsburgh.

JAY P. BROWN

Bursar

REX MADDOX

Superintendent of Buildings and Grounds

CHARLES P. GUMMEL

Bookstore Manager

A.B., Gettysburg College.

PAUL G. PETERSON

Director of Development

A.B., St. Olaf College; M.S.M., Union Theological Seminary

RICHARD E. WALKER

Alumni Secretary

A.B., Gettysburg College.

ROSEA ARMOR

Administrative Assistant to the Alumni Secretary

RAYMOND S. DAVIS

Director of Public Information

B.S., Gettysburg College.

The Faculty

(As of February 1, 1963)¹

CARL ARNOLD HANSON, *President*

A.B., University of Akron; Ph.D., Cornell University; LL.D., University of Akron

1961-

CHARLES H. GLATFELTER, *Dean of the College and Associate Professor of History*

A.B., Gettysburg College; Ph.D., The Johns Hopkins University.

1949-

EMERITI

WILBUR E. TILBERG, *Dean of the College, Emeritus*

A.B., Bethany College; A.M., University of Kansas; Ph.D., University of Wisconsin.

1927-1955

CLAYTON E. BILHEIMER, *Professor of Physical Education, Emeritus*

M.E., Lehigh University; A.M., Columbia University.

1927-1953

FRANK H. KRAMER, *Professor of Education, Emeritus*

A.B., Gettysburg College; A.M., Ph.D., University of Pennsylvania.

1920-1956

WILLIAM C. WALTEMYER, *Professor of English Bible, Emeritus*

A.B., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg;

A.M., Ph.D., American University.

1929-1960

¹ Members of the faculty are listed alphabetically within rank. The dates given indicate the years of service on the faculty.

JOHN B. ZINN, *Professor of Chemistry, Emeritus*

B.S., Gettysburg College; Ph.D., The Johns Hopkins University.

1924-1959

WILLIAM D. HARTSHORNE, JR., *Associate Professor of Romance Languages, Emeritus*

A.B., A.M., Haverford College; Diplôme de Professeur de français a l'étranger, University of Toulouse.

1928-1959

PROFESSORS

RICHARD A. ARMS, *Alumni Professor of Mathematics and Director of Dramatics, Department Chairman*

A.B., Ursinus College; Ph.D., University of Pennsylvania.

1920-

ALBERT BACHMAN, *Professor of Romance Languages, Department Chairman*

Ph.D., University of Zurich; Agregation, University of Zurich; Ph.D., Columbia University.

1931-

ROBERT L. BLOOM, *Adeline Sager Professor of History, Department Chairman*

B.S., Shippensburg State College; A.M., Duke University; Ph.D., Columbia University.

1949-

M. ESTHER BLOSS, *Professor of Sociology, Department Chairman*

A.B., Cornell University; A.M., Ph.D., Columbia University.

1953-

EARL BOWEN, *Dr. Charles H. Graff Professor of Biology, Department Chairman*

A.B., Hendrix College; A.M., Ph.D., Harvard University.

1939-

HENRY T. BREAM, *Professor of Health and Physical Education, Department Chairman*

B.S., Gettysburg College; A.M., Columbia University.

1926-

HAROLD A. DUNKELBERGER, *Amanda Rupert Strong Professor of Biblical Literature and Religion, Department Chairman*

A.B., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Columbia University.

1950-

LT. COL. JOHN H. EDDY, *Professor of Military Science and Tactics, Department Chairman*

B.S., Virginia Polytechnic Institute.

1960-

RICHARD B. GEYER, *Graeff Professor of English, Department Chairman*

A.B., A.M., Miami University; Ph.D., Northwestern University.

1954-

- JOHN G. GLENN, *Pearson Professor of Latin, Department Chairman*¹
A.B., A.M., Wesleyan University; Ph.D., Princeton University.
1925-
- CHESTER E. JARVIS, *Professor of Political Science, Department Chairman*²
A.B., A.M., University of California; Ph.D., University of Pennsylvania.
1950-
- RICHARD T. MARA, *Sahm Professor of Physics, Department Chairman*
A.B., Gettysburg College; M.S., Ph.D., University of Michigan.
1953-
- FRANCIS C. MASON, *Professor of English*
A.B., A.M., University of Virginia; A.M., Harvard University; Ph.D., University of Virginia.
1925-
- INGOLF QUALLY, *Professor of Art, Department Chairman*
A.B., St. Olaf College; B.F.A., M.F.A., Yale University.
1956-
- NORMAN E. RICHARDSON, JR., *William Bittinger Professor of Philosophy, Department Chairman*
A.B., Amherst College; B.D., Yale Divinity School; Ph.D., Yale University.
1945-
- RUSSELL S. ROSENBERGER, *Professor of Education, Department Chairman*
B.S., Geneva College; M.Litt., Ed.D., University of Pittsburgh.
1956-
- CALVIN E. SCHILDKNECHT, *Ockershausen Professor of Chemistry, Department Chairman*
B.S., Gettysburg College; Ph.D., The Johns Hopkins University.
1959-
- MAJOR EARL M. SCHMIDT, *Professor of Air Science, Department Chairman*
B.S., Arizona State University; M.B.A., Harvard University.
1959-
- CHARLES A. SLOAT, *Professor of Chemistry*
B.S., Gettysburg College; A.M., Haverford College; Ph.D., Princeton University.
1927-
- KENNETH L. SMOKE, *Professor of Psychology, Department Chairman*
A.B., A.M., Ph.D., Ohio State University.
1927-1929, 1946-
- MILTON L. STOKES, *Professor of Economics, Department Chairman*
A.B., A.M., LL.B., University of Toronto; Ph.D., University of Pennsylvania.
1950-

¹ On leave of absence, second semester, 1962-1963

² On leave of absence, first semester, 1962-1963

WILLIAM K. SUNDERMEYER, *Professor of German, Department Chairman*
University of Goettingen; *Zeugnis über die wissenschaft-liche Prüfung für das*
Lehramt an höheren Schulen, University of Goettingen.

PARKER B. WAGNILD, *Professor of Music, Department Chairman*
A.B., St. Olaf College; M.S.M., Union Theological Seminary; B.D., Lutheran
Theological Seminary, Gettysburg; A.M., New York University.
1937-

GLENN S. WEILAND, *Professor of Chemistry*¹
B.S., M.S., Ph.D., University of Maryland.
1946-1947, 1949-

PAUL L. WHITELY, *Visiting Professor of Psychology*
A.B., Earlham College; A.M., Ph.D., University of Chicago.
1962-

ASSOCIATE PROFESSORS

R. HENRY ACKLEY, *Associate Professor of Music*
A.B., Western Maryland College; Peabody Conservatory of Music.
1953-

FREDERICK C. AHRENS, *Associate Professor of German*
A.B., University of Western Ontario; A.M., Ph.D., Columbia University.
1946-

PAUL R. BAIRD, *Associate Professor of Economics*
A.B., A.M., Pennsylvania State University.
1951-

ROBERT D. BARNES, *Associate Professor of Biology*
B.S., Davidson College; Ph.D., Duke University.
1955-

GUILLERMO BARRIGA, *Associate Professor of Spanish*
B.S., Colombian Naval Academy; M.A., Middlebury College; Ph.D., University
of Madrid.
1951-

HARRY F. BOLICH, *Associate Professor of Speech and Director of Debating*
A.B., A.M., Bucknell University.
1947-

BASIL L. CRAPSTER, *Associate Professor of History*
A.B., Princeton University; A.M., Ph.D., Harvard University.
1949-

THEODORE C. DANIELS, *Associate Professor of Physics*
A.B., Oberlin College; Ph.D., Syracuse University.
1954-

¹ On leave of absence, second semester, 1962-1963

WILLIAM C. DARRAH, *Associate Professor of Biology*

B.S., University of Pittsburgh.

1957-

EDWIN D. FREED, *Associate Professor of Biblical Literature and Religion*¹

A.B., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg;

Ph.D., Harvard University.

1948-1951, 1953-

EUGENE M. HAAS, *Associate Professor of Health and Physical Education*

A.B., Gettysburg College; A.M., Columbia University.

1954-

HERBERT G. HAMME, *Associate Professor of Romance Languages*

A.B., Dickinson College; A.M., Gettysburg College.

1922-1923, 1924-

J. RICHARD HASKINS, *Associate Professor of Physics*

B.S., University of Texas; Ph.D., Ohio State University.

1959-

LESTER O. JOHNSON, *Associate Professor of Education*

A.B., St. Olaf College; A.M., University of Minnesota.

1930-

GRACE C. KENNEY, *Associate Professor of Health and Physical Education*

B.S., New York University; A.M., Columbia University.

1948-

ARTHUR L. KURTH, *Associate Professor of Romance Languages*

A.B., Yale College; Ph.D., Yale University.

1962-

RALPH D. LINDEMAN, *Associate Professor of English*

A.B., University of Pittsburgh; A.M., Columbia University; Ph.D., University of Pittsburgh.

1952-

HAROLD M. MESSER, *Associate Professor of Biology*

Ph.B., Brown University; A.M., Columbia University.

1947-

M. SCOTT MOORHEAD, *Associate Professor of Mathematics*

B.S., M.A., Washington and Jefferson College; Ph.D., University of Pittsburgh.

1955-

JAMES D. PICKERING, *Associate Professor of English*

A.B., A.M., Wesleyan University.

1954-

CHARLES E. PLATT, *Associate Professor of Psychology*

A.B., Wittenberg University; A.M., Ph.D., Ohio State University.

1957-

¹ On leave of absence, second semester, 1962-1963

WILLIAM L. SANBORN, *Associate Professor of French*

A.B., Dickinson College; Diplôme Supérieur de Civilisation Française, Doctorat D'Université de Paris.
1953-

W. RICHARD SCHUBART, *Associate Professor of Philosophy*

A.B., Dartmouth College; A.M., Columbia University.
1950-

JOHN D. SHAND, *Associate Professor of Psychology*¹

A.B., Amherst College; A.M., Harvard University; Ph.D., University of Chicago.
1954-

KATHRINE KRESSMANN TAYLOR, *Associate Professor of English*

A.B., University of Oregon.
1947-

CONWAY S. WILLIAMS, *Associate Professor of Economics*

A.B., Columbia University; M.S., Columbia School of Business.
1949-

JOSEPH K. WOLFINGER, *Associate Professor of English*

A.B., St. John's College; A.M., The Johns Hopkins University.
1946-

WALDEMAR ZAGARS, *Associate Professor of Economics*²

Ph.D., University of Riga, Latvia.
1956-

EARL E. ZIEGLER, *Associate Professor of Mathematics*

B.S., M.S., Gettysburg College.
1935-

ASSISTANT PROFESSORS

NORMAN L. ANNIS, *Assistant Professor of Art*

A.B., Iowa State Teachers College; M.F.A., State University of Iowa.
1960-

CAPT. CHARLES H. AUER, *Assistant Professor of Military Science and Tactics*

B.S., Norwich University.
1959-

EDWARD J. BASKERVILLE, *Assistant Professor of English*

B.S., Lehigh University; A.M., Columbia University.
1956-

NEIL W. BEACH, *Assistant Professor of Biology*

B.S., M.S., Ph.D., University of Michigan.
1960-

¹ On leave of absence, 1962-1963

² On leave of absence, second semester, 1962-1963

- JOHN E. BENSON, *Assistant Professor of Chemistry*
B.S., Pennsylvania State University; Ph.D., Princeton University.
1961-
- ARTHUR B. BOENAU, *Assistant Professor of Political Science*
A.B., Amherst College; A.M., Columbia University.
1957-
- BRUCE W. BUGBEE, *Assistant Professor of History*
A.B., College of William and Mary; A.M., Ph.D., University of Michigan.
1958-
- ALBERT W. BUTTERFIELD, *Assistant Professor of Mathematics*
B.S., United States Naval Academy; A.M., University of Michigan.
1958-
- JOHN B. CARPENTER, *Assistant Professor of Health and Physical Education*
B.S., M.Ed., Pennsylvania State University.
1958-
- GLENDON F. COLLIER, *Assistant Professor of German and Russian*
A.B., Franklin and Marshall College; A.M., University of California.
1957-
- WILLIAM M. CONDIE, *Assistant Professor of Air Science*
B.S., Utah State Agricultural College.
1962-
- CURTIS E. COULL, *Assistant Professor of Health and Physical Education*
A.B., Gettysburg College; M.Ed., Temple University.
1958-
- CHAN L. COULTER, *Assistant Professor of Philosophy*
A.B., State University of Iowa; M.A., Ph.D., Harvard University.
1958-
- E. DOUGLAS DANFELT, *Assistant Professor of Music*¹
B.Mus., Eastman School of Music; A.M., Columbia University.
1955-
- LEWIS B. FRANK, *Assistant Professor of Psychology*
B.S., Franklin and Marshall College; A.M., The Johns Hopkins University.
1957-
- ROBERT H. FRYLING, *Assistant Professor of Mathematics*
A.B., Gettysburg College; M.S., University of Pittsburgh.
1947-1950, 1958-
- ROBERT M. GEMMILL, *Assistant Professor of Economics*
A.B., Gettysburg College; A.M., University of Pennsylvania.
1958-

¹ On leave of absence, 1962-1963

HAROLD L. GLAD, *Assistant Professor of Health and Physical Education*
B.S., Maryville College; M.A., Columbia University.
1959-

LOUIS J. HAMMANN, *Assistant Professor of Biblical Literature and Religion*
A.B., Gettysburg College; B.D., Yale Divinity School.
1956-

C. ROBERT HELD, *Assistant Professor of Latin*
A.B., Gettysburg College; A.M., Princeton University.
1954-1955, 1956-

JOHN T. HELD, *Assistant Professor of Education*
A.B., Gettysburg College; A.M., Columbia University; M.S., University of Illinois.
1960-

THOMAS J. HENDRICKSON, *Assistant Professor of Physics*
B.S., M.S., University of Michigan; Ph.D., Iowa State College.
1960-

EDMUND R. HILL, *Assistant Professor of Economics*
B. Com., McGill University; Ph.D., University of Pittsburgh.
1961-

ROBERT T. HULTON, *Assistant Professor of Health and Physical Education*
A.B., Grove City College.
1957-

R. EUGENE HUMMEL, *Assistant Professor of Health and Physical Education*
A.B., Gettysburg College; A.M., Columbia University.
1957-

ROBERT S. KNOX, *Assistant Professor of Political Science*
A.B., Harvard University; A.M., Georgetown University.
1959-

SIGRID L. LEHNBERGER, *Assistant Professor of Romance Languages*
A.B., Hofstra College; A.M., Duke University.
1952-1956, 1959-

JACK LOCHER, *Assistant Professor of English*
A.M., University of Chicago.
1957-

ROWLAND ELIZABETH LOGAN, *Assistant Professor of Biology*
A.B., University of California; M.S., Ph.D., Northwestern University.
1958-

JOHN H. LOOSE, *Assistant Professor of Biblical Literature and Religion*
A.B., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg.
1959-

MARIE MCLENNAND, *Assistant Professor of English*
A.B., A.M., University of Pittsburgh.
1955-

- NANCY K. MITCHELL, *Assistant Professor of Health and Physical Education*
A.B., Gettysburg College; M.Ed., Western Maryland College.
1958-
- CAREY A. MOORE, *Assistant Professor of Biblical Literature and Religion*
A.B., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg.
1955-1956, 1959-
- SAMUEL A. MUDD, *Assistant Professor of Psychology*
A.B., Gettysburg College; M.S., Ph.D., Purdue University.
1958-1959, 1961-
- CAPT. ARNOLD L. PAPARAZO, *Assistant Professor of Air Science*
B.S., Pennsylvania State University.
1960-
- MAYNARD R. PLAYFOOT, *Assistant Professor of Romance Languages*
A.B., A.M., New York State College for Teachers, Albany.
1956-
- ALEX T. ROWLAND, *Assistant Professor of Chemistry*
A.B., Gettysburg College; Ph.D., Brown University.
1958-
- EMILE O. SCHMIDT, *Assistant Professor of English and Coordinator of Dramatic Activities*
A.B., Ursinus College; A.M., Columbia University.
1962-
- WALTER J. SCOTT, *Assistant Professor of Physics*
A.B., Swarthmore College; M.S., Lehigh University.
1959-
- AVERY SHEAFFER, *Assistant Professor of Sociology*
B.S., Ohio State University; A.M., American University.
1957-
- HOWARD G. SHOEMAKER, *Assistant Professor of Health and Physical Education*
A.B., Gettysburg College; A.M., Columbia University.
1957-
- CHARLES L. SKIDMORE, *Assistant Professor of Air Science*
A.B., University of Oklahoma.
1962-
- JOHN R. STEMEN, *Assistant Professor of History*
A.B., Yale University; A.M., Ph.D., Indiana University.
1961-
- MARY MARGARET STEWART, *Assistant Professor of English*
A.B., Monmouth College; Ph.D., Indiana University.
1959-
- ERIKA E. THEOBALD, *Assistant Professor of German*
Ph.D., University of Vienna.
1961-

ROBERT H. TRONE, *Assistant Professor of Biblical Literature and Religion*
A.B., Gettysburg College; B.D., Yale Divinity School.
1956-

MILLARD R. VALERIUS, *Assistant Professor of Military Science*
B.S., University of Illinois.
1962-

JANIS H. WEANER, *Assistant Professor of Spanish*
A.B., Mary Washington College of the University of Virginia; A.M., New
York University.
1957-

ESTHER CHASE WOOD, *Visiting Assistant Professor of Psychology*¹
A.B., Pennsylvania State University; A.M., Columbia University.
1957-

INSTRUCTORS

GARETH V. BISER, *Instructor in Health and Physical Education*
B.S., Gettysburg College; M.S., Syracuse University.
1959-

MARIE BUDDÉ, *Instructor in Voice*
B.M., Curtis Institute of Music; Peabody Conservatory of Music.
1958-

JOAN THATCHER CROOK, *Instructor in French*
A.B., George Washington University.
1961-

HELEN H. DARRAH, *Instructor in Biology*
B.S., M.S., University of Pittsburgh.
1961-

GEORGE E. FARLEY, *Instructor in Chemistry*
A.B., Gettysburg College; M.A.T., Duke University.
1962-

RALPH FLOOD, *Instructor in English*
A.B., A.M., University of Pennsylvania.
1962-

ROBERT T. GILLESPIE, *Instructor in Political Science*
A.B., Washington College; A.M., University of Rhode Island.
1961-

JANVIER L. HAMELL, *Instructor in Anthropology*
A.B., A.M., University of Pennsylvania.
1961-. On leave, 1962-1963.

CAROLINE M. HENDRICKSON, *Instructor in Spanish*²
A.B., Wellesley College; A.M., Columbia University.
1959-

¹ On leave of absence, second semester, 1962-1963

² On leave of absence, 1962-1963.

SIDNEY G. JAMES, *Instructor in English*

A.B., University of Oklahoma; A.M., The Johns Hopkins University.
1961-

JAMES R. KRUM, *Instructor in Economics*

A.B., Gettysburg College; M.S., Pennsylvania State University.
1959-

RICHARD C. MARIUS, *Instructor in History*

B.S., University of Tennessee; B.D., Southern Baptist Theological Seminary;
A.M., Ph.D., Yale University.
1962-

WILLIAM ROBERT MAY, *Instructor in Biblical Literature and Religion*

A.B., Millersville State College; B.D., Lutheran Theological Seminary, Gettysburg.
1961-

SHIRLEY A. O'DAY, *Instructor in Health and Physical Education*

B.S., University of Delaware; M.Ed., West Chester State College.
1960-

RAY R. REIDER, *Instructor in Health and Physical Education*

A.B., Gettysburg College; M.Ed., Pennsylvania State University.
1962-

JUDITH D. REITER, *Instructor in English*

A.B., Barnard College; A.M., University of Pennsylvania.
1962-

DONALD C. RIECHEL, *Instructor in German*

A.B., Columbia University; A.M., Northwestern University.
1961-

WILLIAM J. ROST, *Instructor in Music*

B.S.Ed., A.M., Ohio State University.
1962-

MARY LOU SCHWARTZ, *Instructor in Music*

B.S., West Chester State College; A.M., Columbia University.
1961-

NELSON R. SULOUFF, *Instructor in Biblical Literature and Religion*¹

A.B., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg.
1958-

IRENA M. TRASKA, *Instructor in German*

A.B., Mt. St. Agnes College; A.M., The Johns Hopkins University.
1962-

¹ On leave of absence, 1962-1963

DEXTER N. WEIKEL, *Instructor in Music*

B.S., Susquehanna University; A.M., Pennsylvania State University.
1962-

LECTURERS

JACK R. CORBIN, *Physics*

B.S., Millersville State College.

LENA FORTENBAUGH, *German*

A.B., Syracuse University; A.M., Gettysburg College.

GRACE R. HESSE, *Romance Languages*

A.B., A.M., University of Michigan; Doctor de Filosofia y Letras, University of Madrid

ROBERT C. SCHULTZ, *General Education*

A.B., Gettysburg College

BARBARA K. STROUP, *English*

A.B., Dickinson College.

MIRIAM E. WALTEMYER, *Latin*

A.B., Gettysburg College; A.M., University of Virginia.

PRIVATE INSTRUCTORS IN APPLIED MUSIC

TOINI E. HEIKKINEN, *Organ and Piano*

B.S., Oberlin Conservatory of Music.

J. HERBERT SPRINGER, *Organ and Piano*

Student of Tobias Matthay and of Frank Manheimer, London, England.

ASSISTANTS

BETTY M. BARNES, *Biology*

A.B., Winthrop College; A.M., Duke University.

HARRIETT E. BEACH, *Biology*

A.B., M.S., University of Michigan.

MARY S. BOYLAN, *Biology*

A.B., Smith College.

TROCELIA W. COULTER, *Biology*

A.B., Drake University; A.M., State University of Iowa.

ASSISTANT INSTRUCTORS

SGT. BILLY A. DAVIS, *Assistant Instructor in Military Science and Tactics*

T/SGT. FRANK B. DAVIS, *Assistant Instructor in Air Science*

SFC FRANK S. FERRARA, *Assistant Instructor in Military Science and Tactics*

SFC THOMAS R. KOBALLA, *Assistant Instructor in Military Science and Tactics*

SFC ARMAND F. PROSPERI, *Assistant Instructor in Military Science and Tactics*

SFC DONALD C. RIDENOUR, *Assistant Instructor in Military Science and Tactics*

A/1C DOUGLAS W. SALO, *Assistant Instructor in Air Science*

T/SGT. DONALD L. SWIGER, *Assistant Instructor in Air Science*

Statistical Summary

FIRST SEMESTER 1962-1963

STUDENTS IN COLLEGE

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Senior	233	121	354
Junior	269	156	425
Sophomore	345	151	496
Freshman	356	184	540
Special	8	28	36
Total	1211	640	1851

GEOGRAPHICAL DISTRIBUTION

	<i>Students</i>
Pennsylvania	813
New Jersey	432
New York	244
Maryland	172
Connecticut	68
Massachusetts	29
Virginia	27
Washington, D. C.	13
Delaware	13
Other states	38
Foreign countries	2
	1851

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Notes

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Notes

Gettysburg College Bulletin



CATALOGUE NUMBER

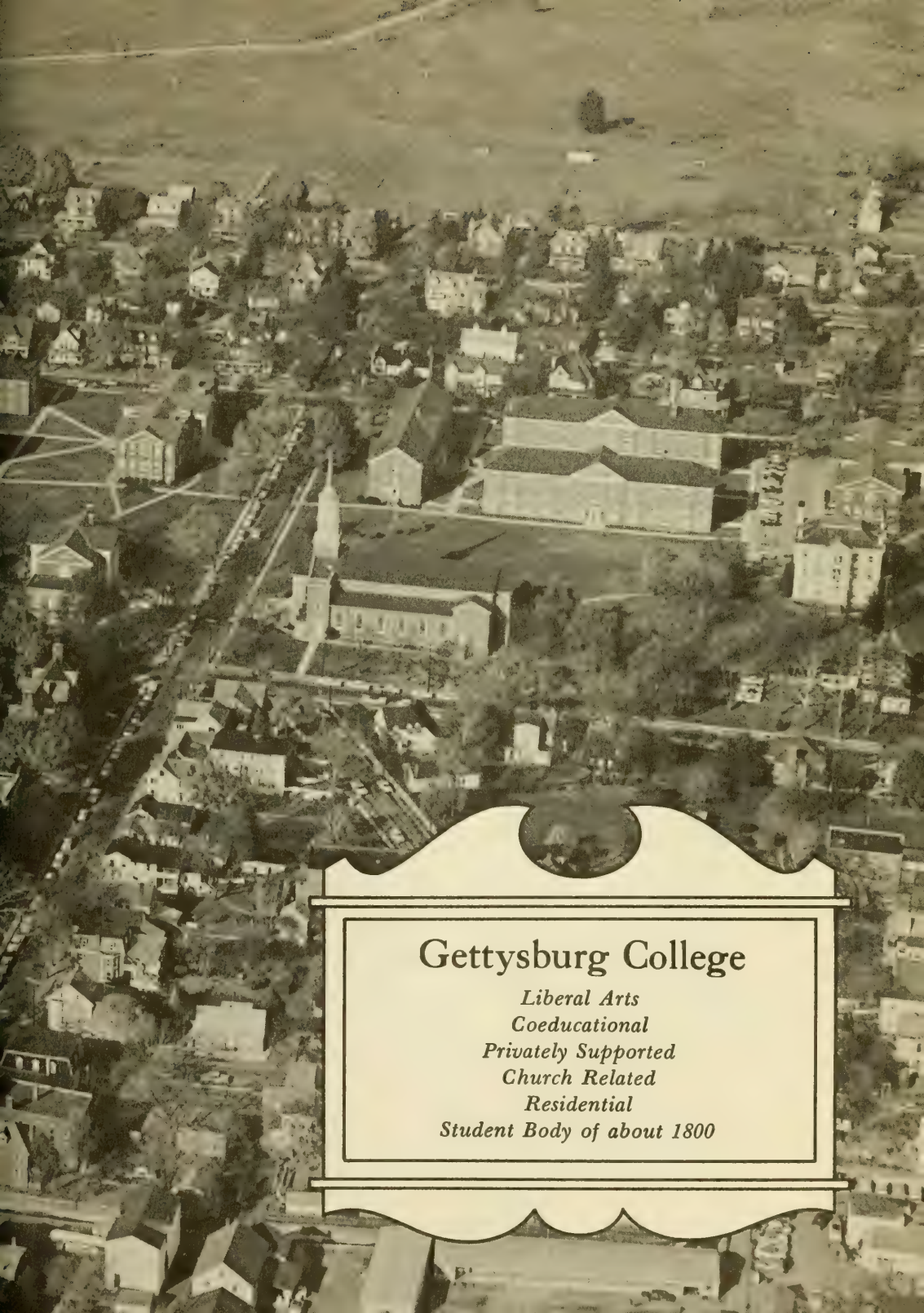
1965-1967

Vol. LV No. 3 April 1965

(Reprint)

GETTYSBURG COLLEGE
GETTYSBURG, PENNSYLVANIA





Gettysburg College

Liberal Arts

Coeducational

Privately Supported

Church Related

Residential

Student Body of about 1800

The Calendar 1965-1966

FALL SEMESTER 1965

September 12-15	<i>Sunday-Wednesday</i>	Orientation Week and Registration
September 16	<i>Thursday</i>	Classes begin, 7:50 a.m.
September 16	<i>Thursday</i>	Formal Opening Exercises, 11:00 a.m.
October 9	<i>Saturday</i>	Father's Day
October 30	<i>Saturday</i>	Alumni Homecoming
November 8	<i>Monday</i>	Midsemester Reports Due
November 24	<i>Wednesday</i>	Thanksgiving Recess begins, Noon
November 30	<i>Tuesday</i>	Thanksgiving Recess ends, 7:50 a.m.
December 18	<i>Saturday</i>	Christmas Recess begins, Noon
January 4	<i>Tuesday</i>	Christmas Recess ends, 7:50 a.m.
January 10-12	<i>Monday-Wednesday</i>	Senior Comprehensives
January 15	<i>Saturday</i>	Last Day of Classes
January 17-26	<i>Monday-Wednesday</i>	Semester Examinations

SPRING SEMESTER 1966

January 31	<i>Monday</i>	Registration
February 1	<i>Tuesday</i>	Classes begin, 7:50 a.m.
March 4-5	<i>Friday-Saturday</i>	Interfraternity Weekend
March 21	<i>Monday</i>	Midsemester Reports Due
April 5	<i>Tuesday</i>	Founder's Day
April 7	<i>Thursday</i>	Easter Recess begins, Noon
April 13	<i>Wednesday</i>	Easter Recess ends, 7:50 a.m.
April 30	<i>Saturday</i>	Mother's Day
May 9-11	<i>Monday-Wednesday</i>	Senior Comprehensives
May 17	<i>Tuesday</i>	Last Day of Classes
May 18	<i>Wednesday</i>	Spring Registration
May 19-28	<i>Thursday-Saturday</i>	Semester Examinations
June 4	<i>Saturday</i>	Alumni Day
June 5	<i>Sunday</i>	Baccalaureate and Commencement

The Calendar 1966-1967

FALL SEMESTER 1966

September 11-14	<i>Sunday-Wednesday</i>	Orientation Week and Registration
September 15	<i>Thursday</i>	Classes begin, 7:50 a.m.
September 15	<i>Thursday</i>	Formal Opening Exercises, 11:00 a.m.
October 1	<i>Saturday</i>	Father's Day
October 15	<i>Saturday</i>	Alumni Homecoming
November 7	<i>Monday</i>	Midsemester Reports Due
November 23	<i>Wednesday</i>	Thanksgiving Recess begins, Noon
November 29	<i>Tuesday</i>	Thanksgiving Recess ends, 7:50 a.m.
December 17	<i>Saturday</i>	Christmas Recess begins, Noon
January 3	<i>Tuesday</i>	Christmas Recess ends, 7:50 a.m.
January 9-11	<i>Monday-Wednesday</i>	Senior Comprehensives
January 14	<i>Saturday</i>	Last Day of Classes
January 16-25	<i>Monday-Wednesday</i>	Semester Examinations

SPRING SEMESTER 1967

January 30	<i>Monday</i>	Registration
January 31	<i>Tuesday</i>	Classes begin, 7:50 a.m.
March 3-4	<i>Friday-Saturday</i>	Interfraternity Weekend
March 20	<i>Monday</i>	Midsemester Reports Due
March 21	<i>Tuesday</i>	Easter Recess begins, Noon
March 29	<i>Wednesday</i>	Easter Recess ends, 7:50 a.m.
April 7	<i>Friday</i>	Founder's Day
May 6	<i>Saturday</i>	Mother's Day
May 8-10	<i>Monday-Wednesday</i>	Senior Comprehensives
May 16	<i>Tuesday</i>	Last Day of Classes
May 17	<i>Wednesday</i>	Spring Registration
May 18-27	<i>Thursday-Saturday</i>	Semester Examinations
June 3	<i>Saturday</i>	Alumni Day
June 4	<i>Sunday</i>	Baccalaureate and Commencement



The provisions of this bulletin are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time, but its practice is to make no provisions retroactive.

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An Introduction to Gettysburg

IN THE simple and straightforward language of the charter by which it came into being in 1832, Gettysburg College exists “to exert a salutary influence in advancing the cause of liberal education.” That has been its primary purpose in the past. It is its primary purpose today.

A liberal education was once thought of as mastery in those studies considered appropriate for “freemen” as distinguished from members of the servile classes. Now we would define it in different terms. We would say that it is the training which frees a man, no matter what his social background might be, from the tyranny of having to think and act solely on the strength of his own personal experiences. By their very nature one’s personal experiences are limited and partial.

At its best, a liberal education develops the capacity to interpret and generalize both upon and beyond individual experience. And, in so doing, it leads one to a mature understanding of his own capabilities and limitations, of the relationships which he must establish with others, and of the universe in which he lives. It commits one to an abiding respect for truth and beauty. At its best, a liberal education prepares one to think with both imagination and precision; to form wise and responsible judgments; and to act in many different types of situations on the basis of a critical consideration of all available information.

As a community of learning, Gettysburg College is dedicated first and foremost to developing the intellect. But it knows that learning alone, priceless though it may be, is not enough. Every life, if it is not to be like a ship without a rudder, needs the direction which allegiance to sound moral and spiritual values alone can provide. By tradition and present choice Gettysburg is a Christian college. As such, it endeavors to maintain an atmosphere in which its students are aware of its witness as an institution to Christian principles and ideals. It encourages its students, as part of their liberal learning, to examine for themselves the worth of these principles and ideals in the development of their personalities. It hopes that they will make them their own.

The curriculum of liberal arts and sciences which the College offers young men and women reflects its primary purpose. The student is given the opportunity to improve his command of written and spoken English, an indispensable tool for whatever he wants to do with his life. He gains a degree of mastery in at least one foreign language. He studies methods and findings within the natural and social sciences. He acquaints himself more fully with history, philosophy, literature, art, and music, especially that of the Western World. He studies the history, literature, and religion of both Old and New Testament times. And, he learns about personal health and care of the body.

Along with his efforts to gain a breadth of knowledge the student begins to major in a field of study which particularly interests him and which may be related to the career he has in mind. Some students come to Gettysburg with their major field of study already chosen. Others are uncertain, and these the College encourages to sharpen the focus of their interests and reach a decision. But being neither a graduate nor a professional school, Gettysburg insists that all its students direct their energies into several areas and not concentrate excessively in any one.





With all of these considerations in mind, we can state in summary form our view of the goal of the educational experience at Gettysburg: mastery of a set of basic skills of study, research, and expression; command of a significant body of information in several fields; possession of critical judgment, an inquiring mind, and a sense of taste; dedication to worthwhile principles and ideals; and a continuing desire to live a life that is both personally rewarding and socially useful.

A word of caution is in order at this point. When a half century ago Woodrow Wilson declared that "what we should seek to impart in our colleges . . . is not so much learning itself as the spirit of learning," he was merely recognizing that education is not a passive process. A college cannot guarantee that a four-year investment of time and money will result in an educated man or woman. A contract with a college is not to be compared with one in which a painter agrees to paint a house in return for a stated sum of money and in which we can hold him to his part of the bargain. The comparison is not possible because ultimately every college student must educate himself. His teachers can only help him begin to do this and show him that education is a lifelong process. Especially now when many fields of knowledge are expanding rapidly, probably the most important thing young people can do in college is to learn how to teach themselves. Much of what they know when they graduate from college will be obsolete in a decade or less.



The Gettysburg faculty is aware that, in spite of its eagerness to teach and counsel, the ultimate test of the College will be the measure of its success in providing situations in which young persons are themselves inspired, by the "spirit of learning" which pervades the College, to accept both the greater independence and the increased responsibility which higher education entails. To these ends the College poses high expectations for all of its students.

CHOOSING A COLLEGE

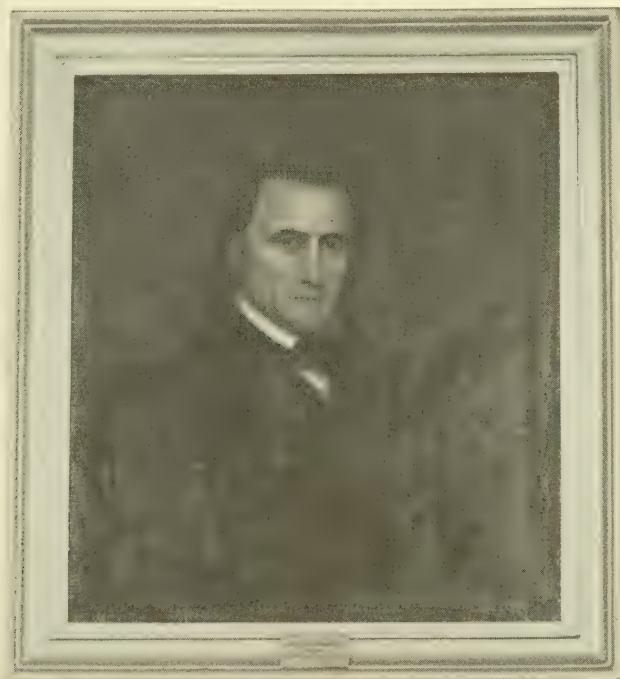
Choosing a college where one will spend four years is always a most important decision for a young man or woman to make. It is one which probably will have lifelong consequences. On the basis of its experience the Gettysburg Admissions Staff tries to select applicants who not only have the necessary intellectual qualifications, as measured by the achievement record which they submit, but who also give promise of wanting to learn much more than they already know. This latter requirement is of cardinal significance, because a young person who has no compelling desire to compare, weigh, question, and probe has no place in an institution of higher learning. He will, in fact, be unhappy as long as he remains there.

Any person seriously interested in Gettysburg should learn as much about the school as he possibly can before deciding whether it is the college which he really wants to attend. One of his main concerns should be whether Gettysburg College can provide for him the atmosphere in which

he will want to learn. He should ask questions of the Admissions Staff, and also of students, faculty, alumni, and friends of the College whom he might know. He should come to the campus and remain long enough to gain a distinct impression of the many and varied activities which go on here and of the atmosphere they create.

GETTYSBURG COLLEGE PAST

The visitor to the campus will find an institution that has been in continuous existence for more than 130 years. Gettysburg College was organized in 1832 and is thus one of the older institutions of higher education in this country. It was one of about forty American colleges established in the decade of Jacksonian Democracy. Its founder was the Rev. Samuel Simon Schmucker (1799-1873), a young Lutheran clergyman educated at the University of Pennsylvania and the Princeton Theological Seminary. One of the goals Schmucker early set for himself was to establish his church's first theological seminary in America. This became a reality when in 1826 the Lutheran Theological Seminary was organized at Gettysburg, a small southcentral Pennsylvania community chosen because it was then central to the main branches of the Lutheran Church.



A second of Schmucker's goals was to found a college. This became an especially urgent purpose because of the meager academic preparation of his theological students. After several years he turned to some of the leading citizens of the community for their support in establishing a college. He promised them that, while it would be under Lutheran influence, the college would always be unsectarian in its instruction. He received the support for which he asked, and thus it can be said that the college was founded under double auspices: church and community.

The charter of Pennsylvania College of Gettysburg granted by the state legislature was approved by the governor on April 7, 1832. Instruction began in the fall of the same year. It was the first Lutheran college in America. The present name—Gettysburg College—was legally adopted in 1921. Gettysburg has always been a privately supported institution, related to the Lutheran Church. Its Board of Trustees is a self-perpetuating body, except that a total of eight of the thirty-eight trustees are chosen by the Central Pennsylvania Synod and the Maryland Synod of the Lutheran Church in America. Both synods contribute to the financial support of the College.



When the armies of North and South clashed at Gettysburg during the memorable July days of 1863, College classes then in session were suspended, the campus was occupied by Confederates, and Pennsylvania Hall (Old Dorm) was pressed into use as a hospital for the wounded of both sides. A century later both the community and the College are still influenced by the momentous battle which occurred here and by the visit of President Lincoln in November 1863 to dedicate the National Cemetery. Each year well over a million tourists from all parts of the country and from abroad visit the battlefield and cemetery. The town, with a population of about 8,000, is easily accessible by highway from north, east, south, and west.

In the years since 1832 more than 16,500 persons have been enrolled in the College and more than 10,000 have received degrees. Over the years this large group of devoted alumni have brought honor to the College by the positive influence of their lives. More than 2,500 have made education their career. Among them 65 have been presidents and about 500 have been faculty members of institutions of higher learning. More than 2,000 clergymen, 1,000 doctors and dentists, and 500 lawyers are numbered among the alumni. At least 2,500 have gone into business and industry.

GETTYSBURG COLLEGE PRESENT

In more than 130 years Gettysburg College has grown in many ways. At the beginning there were but 5 instructors; there are now more than 130. From an original enrollment of 23 the student body has increased to about 1,800 today. The campus of 160 acres has more than 40 buildings. Old Dorm, the oldest College structure, cost less than \$16,000 to build in 1837-1838. The physical equipment of the College is now valued at \$14,500,000.

Since 1940 Gettysburg College has tripled in size. Between the two world wars the enrollment had been maintained at what was then considered to be a desirable level of 500 to 650 students. At the end of World War II enrollment doubled and subsequently was stabilized at about 1,200. Then in 1954-1955, with the addition of new facilities, another increase began. Enrollment has now been stabilized at about 1,800 students and will remain at this level for several years. Two-thirds of the students are men. Most of the enrollment comes from the Middle Atlantic states and New England, but almost half of the states and several foreign countries



are represented in the student body. College and fraternity housing accommodates more than 1,500 students.

Gettysburg College has been on the accreditation list of the Board of Regents of the State of New York since 1913 and on that of the Middle States Association of Colleges and Secondary Schools since its first accreditation list was prepared in 1921. The College has been approved by the Department of Public Instruction of the Commonwealth of Pennsylvania, the American Chemical Society, and the American Association of University Women. It is one of fifteen colleges and universities in Pennsylvania sheltering a chapter of Phi Beta Kappa.

The Gettysburg students of today have access to adequate and improving library, laboratory, and other academic facilities. They have the opportunity to work closely in and out of the classroom with a vigorous faculty dedicated to teaching and to the scholarship, research, and creative activity necessary to sustain good teaching. The faculty are genuinely interested in the welfare of the students and desirous of establishing close personal relationships with them. The faculty invite students to join them in their attempts to extend the limits of man's understanding by independent study, research, and writing. Where their aptitude and interests warrant it, students are encouraged to continue their formal education beyond the College. In recent years about one-third of the men and women graduates have been

responding to this encouragement by entering graduate and professional schools.

From wherever he comes, whatever may be his interest and his program, and however he may hope to determine and achieve his goals, the discerning Gettysburg student will find on the campus a healthy dissatisfaction with the present state of man's knowledge about himself and the universe in which he lives. He will find a desire to test old truths and find new ones. He will discover the abiding joy of learning, of judicious skepticism, and of sound judgment. In short, he will find in Gettysburg a college which is striving to carry out the injunction of 1832 "to exert a salutary influence in advancing the cause of liberal education."





The Academic Program

DISTRIBUTION AND CONCENTRATION

The courses of study offered by Gettysburg College reflect that which the faculty considers necessary in helping the student achieve the goal of a liberal education. Most candidates earn the degree of Bachelor of Arts. A few, having pursued work in Music Education, are awarded the Bachelor of Science degree. Most of the information in this section deals primarily with the Arts curriculum.

During the eight semesters in residence normally required for graduation, a candidate for the Arts degree enrolls in about forty courses. These courses can be divided into three types.

First, about forty per cent are those taken in fulfilling the distribution requirements. These are courses which the faculty has prescribed to insure that each student will at least explore the main fields of learning, some knowledge of which is indispensable to a liberal education. In meeting these requirements in the humanities, natural sciences, and social sciences, the student takes some specified courses and selects others from an approved list. Most of the distribution requirements are completed by the end of the sophomore year.

Second, about thirty per cent of the courses which a student takes are offered to fulfill the concentration requirements. These the faculty has prescribed so that each student will work intensively in one major and one minor field of study and gain a useful command of their facts, interpretations, insights, and ways of learning. The major and minor should be fields in which the student has both aptitude and interest. In most cases they are closely related to his intended career. Students meet the concentration requirements largely in the junior and senior years. This arrangement is not intended to suggest that there should be a strong distinction between distribution and concentration courses. Ideally they complement and supplement each other and help the inquiring student arrive at an understanding of the essential unity of man's knowledge.

Third, the remaining courses which a student takes are free electives. They may or may not be courses in areas related to his major subject. It is regrettable whenever a student is graduated without having taken at least one course in a field largely unknown to him, but one in which he might have become usefully interested.

THE ADVISING SYSTEM

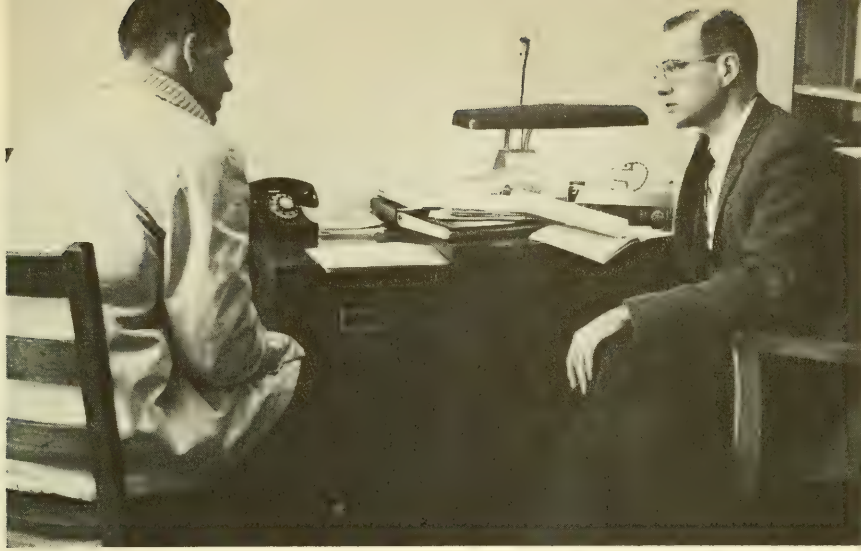
The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before he arrives on campus, each freshman is assigned a faculty adviser to assist in dealing with his academic and other questions.

During the first week of the fall semester all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of the events of this program. During orientation, students have several personal conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with their new home. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help the College in its effort to provide an education suited to each student's capacities.

During the year each freshman adviser arranges periodic meetings with his advisee to review his progress. He is available also at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

At the end of the freshman year, when a student should choose a major field of study, the chairman or some other member of the major department becomes his adviser and assists him in the preparation of his sophomore schedule. Until the student leaves College he retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all his schedules.

It is the responsibility of sophomores and upperclassmen to take the initiative in discussing their entire academic program with their advisers. It is their responsibility to view that program as a meaningful unit rather than as a collection of unrelated courses. As already indicated, the College encourages qualified students to prepare for graduate work, which is becoming a necessity in an increasing number of career fields. It is important for such students to become familiar with the language and other requirements of the graduate programs in which they are interested. They should



know well in advance of graduation what they must do to qualify for fellowships and similar awards to help them financially in graduate school. Above all, they should know how important it is to build a superior undergraduate academic record.

A student wishing to change his major course of study must secure the approval of the department in which he is a major and the one in which he desires to major. Juniors and seniors making such a change should understand that they may be required to spend more than eight semesters in residence in order to complete their concentration requirements.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The Bachelor of Arts degree will be conferred upon the student who completes satisfactorily the following:

- 1) 120 semester hours of academic work¹, plus the freshman and sophomore program (4 semesters) in health and physical education.
- 2) the distribution requirements;
- 3) the concentration requirements in a major and minor field of study;
- 4) the comprehensive examination in the major field;
- 5) a minimum grade average of C and an average of C or better in the major field;
- 6) the senior year and a minimum of 30 semester hours of academic work in residence at Gettysburg College; and
- 7) the discharge of all financial obligations to the College.

¹ The amount of credit given for each successfully completed course is expressed in terms of semester hours. A semester hour of academic work consists of one hour of classwork, two or three hours of laboratory work, or a combination of class and laboratory work, each week for a semester.

22 *Requirements for the Degree of Bachelor of Arts*

DISTRIBUTION REQUIREMENTS

Each candidate for the Bachelor of Arts degree must satisfactorily complete the following distribution requirements:

1) *English Composition*

English 101-102. Exemption from English 101 is granted to freshmen who demonstrate proficiency in secondary school and achieve high scores in the verbal portions of the Scholastic Aptitude Test and the Achievement Test in English Composition.

2) *Introduction to Contemporary Civilization*

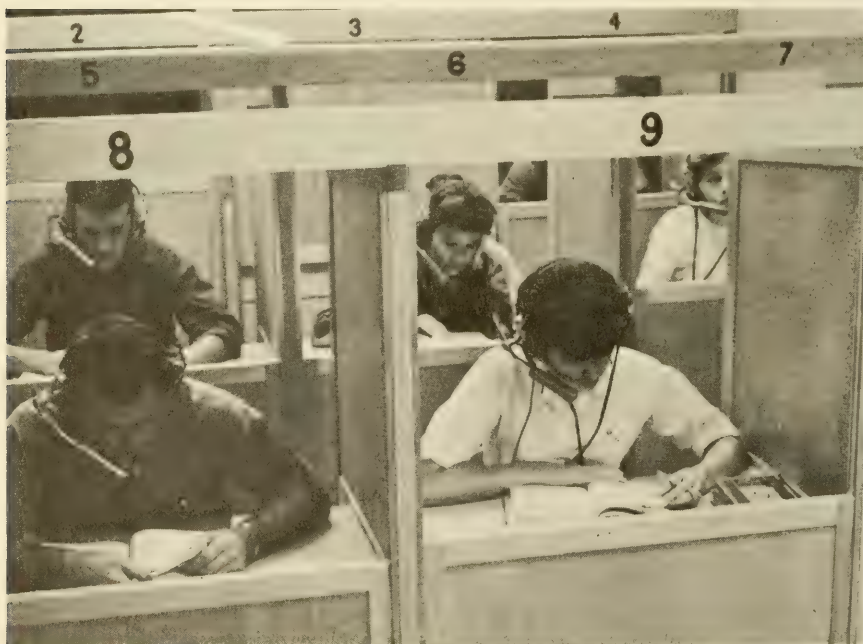
General Education 101-102

3) *Old and New Testament History*

Biblical Literature and Religion 101-102 or 103, 104.

4) *Foreign Languages*

The intermediate (201-202) course or equivalent proficiency in French, German, Greek, Latin, Russian, or Spanish. Students are placed in language courses on the basis of their secondary school record and achievement tests.





5) *Science*

8 hours in Biology, Chemistry, or Physics

6) *Literary Foundations of Western Culture*

General Education 201-202

7) *Social Science*

3 hours in one of the following: Economics, Political Science, Psychology, or Sociology

8) *Literature, Art, or Music*

Two of the following: 3 hours in English, French, German, Greek, Latin, Russian, or Spanish Literature; 3 hours in Art; or 3 hours in Music. Refer to the departmental introductions under Courses of Instruction for courses which satisfy this requirement.

24 *Requirements for the Degree of Bachelor of Arts*

CONCENTRATION REQUIREMENTS

A major field of study consists of a minimum of 24 semester hours of work. Any department may increase this number and may designate specific courses for its majors to take. Requirements of the various departments are listed in the appropriate introduction under Courses of Instruction.

In consultation with his major adviser each student selects a minor field of study, consisting of a minimum of 12 semester hours. The minor should be related in some way to his particular interests and abilities and must be approved by the adviser and by the minor department.

The following are acceptable major and minor fields of study at Gettysburg College: Art, Biblical Literature and Religion, Biology, Business Administration, Chemistry, Economics, English, French, German, Greek, Health and Physical Education, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology and Anthropology, and Spanish. A minor, but not a major, is possible in Education and Russian.

Elementary (101-102) courses in English and other languages are not included in computing hours for the major or minor. A minor in a laboratory science is interpreted to mean two full-year courses or the equivalent.

No later than the beginning of the senior year, and with permission of the major adviser and the head of the other department concerned, a student may select a second major, which will be entered on his record if all the requirements of both departments are met, including comprehensive examinations.

COMPREHENSIVE EXAMINATION

Every candidate for the bachelor's degree is required to pass a senior comprehensive examination in his major field of study. This examination is intended to test the depth of his knowledge in his major field, determine his ability to analyze and apply its significant ideas, and serve throughout his college career as a challenge to integrate the material of his chosen field of study.

The senior comprehensive examination is given shortly before the close of the spring semester at times announced well in advance. It extends over a period of three days and may be written or oral or both. The following grades are given: passed with honors, passed, and failed. A student who fails the comprehensives in the spring may not take a re-examination before the end of the first semester of the Summer Session.



REQUIRED PROGRAMS OF STUDY

The schedules of freshmen are prepared after correspondence with the student during the summer preceding enrollment and are reviewed by his adviser before formal registration in the fall. The program for freshmen includes English 101-102 (or English 102), General Education 101-102, and three other courses chosen from among the following: Biblical Literature and Religion 101-102 (or 103, 104), a foreign language, a laboratory science, and a course in or related to a prospective major field of study. Unless specifically excused, all freshmen also take health and physical education.

Generally, students are advised to continue the study of a foreign language in which they already have some competence.

Sophomores take General Education 201-202, continue fulfilling their distribution and concentration requirements, and complete the program in health and physical education. All required courses which have not been completed by the end of the sophomore year should be included in the junior program.

SCHEDULE LIMITATIONS

The normal schedule enables a student to complete the graduation requirements in eight semesters. For freshmen and sophomores the normal schedule is 15 or 16 hours each semester, in addition to health and physical education. During the junior and senior years, with the permission of his adviser, a student may carry 18 hours each semester. Since it is assumed that this amount of academic work, if done thoroughly, will completely occupy the available time of virtually all students, a schedule in excess of 18 hours will be permitted only where the previous academic record

26 *Exemption from Degree Requirements*

and the best interests of the individual student appear to warrant it. Such schedules must be approved by the Dean of the College or the Dean of Students.

No student who is a candidate for a degree may take fewer than 12 hours of work in a given semester without the approval of the Dean of the College or the Dean of Students.

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college level completed by a student before entrance or on his own after entrance. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the appropriate department. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examinations (see page 68) or Achievement Tests of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

HONORS-TYPE WORK

Although the College does not offer a separate honors degree, there are opportunities in most of the departments for students to engage in honors-type work, including independent study, research, seminars, and directed reading. These opportunities are primarily for seniors, but juniors are sometimes eligible. With careful planning it is possible for most students to reduce their course load to provide the time necessary for honors work. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of the honors-type courses are numbered in the 400's under Courses of Instruction.

OFF-CAMPUS STUDY

WASHINGTON SEMESTER

Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to spend one semester in a firsthand study of the federal government in action.

During this period these students are brought into direct contact with source materials not generally accessible. They have the opportunity to interview members of Congress and the Supreme Court and officers of the executive departments and agencies concerning policies, procedures, and problems of government. In addition to regular courses, students attend seminars and undertake individual research projects in some major area of interest.

The Washington Semester should be taken in either semester of the junior year or the first semester of the senior year. To qualify, a student must have completed at least one course in Political Science, have an average of B or better, and clearly demonstrate ability to work on his own initiative. Most participants are majoring in Political Science, History, Sociology, and Economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.

JUNIOR YEAR ABROAD

Qualified students may apply for permission to spend their junior year abroad. Arrangements can be made with one of the many regularly organized programs of study in Europe, Latin America, or elsewhere. The Guidance Officer maintains a file of information on these programs. During the first semester of their sophomore year, interested students should discuss with their advisers how a junior year abroad would relate to their entire academic program. Also, they should discuss with the Guidance Officer the procedures by which College approval of a junior year abroad may be obtained.

TEACHER EDUCATION PROGRAMS

Gettysburg College is accredited by the Pennsylvania Department of Public Instruction, which will grant its graduates who meet the requirements a College Provisional Certificate in secondary academic subjects, elementary education, Music Education, and Health and Physical Education.

The emphasis of the professional education program is on the liberal studies. The student planning to teach majors in an academic area of his choice. Except in Music Education, the student fulfills all the requirements for the Arts degree. In Music Education the student fulfills the requirements for the degree of Bachelor of Science in Music Education. Students preparing to teach in public and private schools should discuss



their plans with a member of the Department of Education early in their sophomore year. They should also seek opportunities to work with young people in church, scouting, summer camping, and other youth organizations.

Upon completing a program in teacher education the student will be eligible for a Pennsylvania College Provisional Certificate that will enable him to teach in the public schools of the Commonwealth. Students intending to teach secondary academic subjects, Music Education, and Physical Education in other states should acquaint themselves with the specific requirements of those states, some of which requirements are listed below. A reciprocity compact among the New England States, New York, New Jersey, Pennsylvania, Maryland, and Delaware provides that the individual who completes a baccalaureate program in elementary education at a college approved by its state Department of Education is eligible for certification in any of the other ten states.

The Department of Education can provide more complete information concerning any of the programs described below.

All students intending to pursue a teacher education program should schedule Psychology 201, in the sophomore year.

SECONDARY EDUCATION

Students preparing to teach in the secondary schools should take Education 301, 305, 309, 403, and an education elective. Except in New Jersey, a total of 18 hours in education courses is required for secondary certification. New Jersey requires 21 hours in education and either Biology 101-102 or 104, or Health Education 311 or 314. New York state requires, in addition to the courses listed above, a course in methods and materials related to the student's major subject, and at least 4 hours in mathematics, 8 hours in a natural science, 12 hours in the humanities, and 12 hours in the social sciences.

The requirements for secondary certification in the various subject-matter areas in five states are as follows:

In *Pennsylvania* a minimum of 24 hours is required for certification in Biology, Chemistry, Physics, General Science (courses in at least 2 sciences), Mathematics, History, History and Government, and a foreign language (proficiency in conversation, reading, and writing is required). A minimum of 36 hours is required for certification in English, Physics and Mathematics, and Social Studies. The following areas must be included in Social Studies: History, Political Science, Economics, Economic Geography, and Sociology. Reading will be included on the English certificate when a minimum of 6 hours in reading courses has been completed.

In *Maryland* a minimum of 24 hours is required for certification in Biology, Chemistry, Physics, English, History, a foreign language, and Mathematics. A minimum of 36 hours is required in Social Studies (18 in History including 6 in American and 6 in European, 6 in Economics, 6 in Political Science, 3 in Geography, and 3 in Sociology) and in Secondary School Science (including 18 in one field and 6 in each of two other sciences).

In *New Jersey* a minimum of 18 hours is required in Biological Science, English, General Science, Health Education, History, Instrumental Music, Foreign Languages, Mathematics, Physical Education, Physical Science, Political Science, Economics, Speech, and Vocal Music. A minimum of 30 hours is required for Music, Science, and Social Studies.

In *New York* a minimum of 18 hours is required for certification in Mathematics (including differential and integral calculus); 24 hours, in foreign language; 36 hours, in English and Social Studies (including American and European History); and 42 hours, in Science (including a major in one science and a full year course in other sciences and Mathematics).

In *Delaware* a minimum of 30 hours is required for certification in Biology, Chemistry, General Science, Mathematics, a foreign language, and Social Studies; a minimum of 36 hours is required for certification in English.

ELEMENTARY EDUCATION

The prospective elementary teacher should schedule Psychology 201 no later than the first semester of the sophomore year, to be followed by Psychology 220, 225, and Education 301. The junior year schedule should include Education 306, 307, 331, and Mathematics 240. In the senior year the student comes to the campus when the public schools in the Gettysburg area open to engage in student teaching for nine weeks. During this time the student will be in the classroom for the entire school day. For the remainder of the term the student is engaged in completing Education 309 and 334.

The prospective elementary teacher should plan to augment the regular four-year program by attending a summer session.

MUSIC EDUCATION

The prospective teacher of music in the elementary and secondary schools should complete the requirements for the degree of Bachelor of Science in Music Education.

Students in this program should use the following as a guide. In the freshman year they should take English 101-102 (or 102); Biblical Literature and Religion 101-102 (or 103, 104); a science; a foreign language; Music 141-142; Music 111-112; and applied music. The recommended program for the sophomore year is General Education 201-202; Psychology 201; a foreign language; Music 113-114, 203-204, and 205-206; music appreciation; and applied music. In the junior year they should schedule Education 309; Music 115-116, 220, 301-302, and 311-312; and applied music. The recommended courses for the senior year are Education 301; History 231 or 232; Speech 201; Music 221, 305, and 351; and applied music.

All students enrolled in this curriculum are required to complete satisfactorily a total of two semester hours in Physical Education and to pass the senior comprehensive examination in Music Education.

HEALTH AND PHYSICAL EDUCATION

The prospective health and physical education teacher should schedule Biology 101-102 and Physical Education 111 and 212 in the freshman year. Later he will be required to take a one-year course in Chemistry or Physics. It is recommended that he complete the requirements for teacher certification in General Science by taking 6 to 8 additional hours in science (chosen from a third science: Biology 210, 216, 306; and General Education 303) and Health and Physical Education 317.



PREPROFESSIONAL PROGRAMS

PREMEDICAL PROGRAM

Premedical and predental students should register early in their junior year with the Dean of the College, who is chairman of the Premedical Committee. Most of these students major in Biology or Chemistry, though this is not a strict necessity. They choose their science and non-science courses in consultation with their major adviser, taking into consideration specific requirements of the medical or dental schools in which they are interested. Premedical students should pick as many electives as possible in the humanities and social sciences.

All recommendations for admission to medical or dental schools are made by the Premedical Committee.

PRELAW PROGRAM

The Association of American Law Schools recommends that the student planning a career in law concentrate on developing his capacities to think and express himself clearly, qualities which, it observes, are not the "monopoly of any one subject-matter area, department, or division." No matter what his chosen major might be, the prelaw student will find the members of the Political Science Department willing to advise him regarding his undergraduate program and selection of law schools.

COOPERATIVE PROGRAM IN FORESTRY

This program is offered in cooperation with the School of Forestry of Duke University. The student spends three years in residence at Gettysburg and an additional two years at Duke. Upon successful completion of the first year at Duke, he will have earned the Bachelor of Arts degree from Gettysburg College and upon successfully completing the second year, the professional degree of Master of Forestry from the Duke University School of Forestry.

Candidates for the program should indicate to the Admissions Office that they wish to apply for the Forestry curriculum. At the end of the first semester of the third year, the College will recommend qualified students for admission to the Duke School of Forestry. Each recommendation will be accompanied by the student's application for admission and a transcript of his record at Gettysburg. No application need be made to the School of Forestry before that time.

32 ROTC Programs

There is no rigid curricular requirement for the three years at Gettysburg College. Students in the program are advised by the Biology Department and are urged to use the following as a guide. In the freshman year they should take English 101-102 (or 102); General Education 101-102; Biblical Literature and Religion 101-102 (or 103, 104); Biology 103 and 104; an appropriate Mathematics course; and Physical Education. The recommended program for the sophomore year is General Education 201-202; Chemistry 101-102; Economics 201-202; a foreign language; Physical Education; and one elective each semester. In the junior year, they should take Physics 111-112; Biology 215 or 216 or both; Art or Music; a foreign language or English Literature; and several electives each term.

The student devotes the last two years of his program to the professional forestry curriculum of his choice at the Duke School of Forestry. Copies of this curriculum are available in duplicated form from the Director of Admissions, Gettysburg College, or in printed form from the Dean of the School of Forestry, Duke University, Durham, North Carolina.

RESERVE OFFICERS TRAINING CORPS PROGRAMS

Gettysburg College participates in the national security effort by offering its students, in cooperation with the Department of Defense, the opportunity to enroll in the Army or Air Force Reserve Officers Training Corps program. These programs provide trained reserve officers to meet manpower requirements for present active service and possible future emergencies. Officers of the two services, assisted by enlisted personnel, conduct academic courses and practical leadership training. Adequate equipment and fields trips to Army posts and Air Force bases support the programs. Students participating in either program may be deferred from induction into military service under the Selective Service Act as long as they maintain satisfactory academic averages and continue to demonstrate potential ability to become commissioned officers.

Gettysburg College has adopted the two-year undergraduate Reserve Officers Training Corps Programs in Military Science and Aerospace Studies in accordance with the ROTC Vitalization Act of 1964. Students presently enrolled in the Basic or Advanced ROTC programs will continue the programs as previously constituted. Sophomore male students, not presently enrolled in ROTC, may make application for enrollment in the two-year ROTC programs, and upon successfully completing physical examination, testing, and interview, must attend a six-weeks field training camp between

their sophomore and junior years. This will be followed by academic instruction during the remaining undergraduate years and a summer camp (six weeks for Army ROTC students and four weeks for Air Force ROTC students) between the junior and senior years. Any student who has honorably completed two years of military service, if otherwise qualified, may be enrolled in the Advanced Course at the beginning of the junior year.

The cadet is granted remuneration from the date of enrollment until graduation and also receives a tailored uniform which he retains upon being commissioned. Total remuneration, excluding textbooks and uniforms, is approximately \$1,100. Cadets also receive travel pay to and from summer camps, and, when called to active duty as an officer after being commissioned, are granted a \$300 uniform allowance.

Graduates may be deferred from call to active duty, if prior to commissioning they indicate an intention to pursue graduate study.

AIR FORCE PROGRAM This program is designed to develop skills and attitudes vital to the career professional Air Force Officer and to qualify for commissions those college men who desire to serve in the United States Air Force. The student who successfully completes Air Force ROTC requirements is commissioned a Second Lieutenant in the Air Force Reserve upon graduation. If he qualifies, he may enter active duty as a flying officer and train to become an Air Force pilot or navigator. He may serve instead in one of many other specialties depending upon his academic background and personal preference. Distinguished Air Force ROTC graduates may apply for Regular Air Force commissions. Those who enter active duty in a Reserve status may later be selected for a regular commission. Qualified graduates may apply for training leading to advanced degrees. Air Force ROTC graduates electing pilot or navigator training serve on active duty for four years following completion of basic flight training and thereafter for one year in the inactive Reserve. All other Air Force ROTC graduates serve four years on active duty and two years in the inactive Reserve.

ARMY PROGRAM The Army ROTC graduate is commissioned in a branch of service determined by his academic background, his individual desires, and the needs of the Army at the time he receives his commission. Cadets who are designated Distinguished Military Students may apply for a Regular Army Commission. Special programs are available for students who plan to enter the medical field.

Army ROTC students who are commissioned must agree to serve at least two years on active duty if called and to remain in a Reserve component for an additional four years.



Campus Life

A COLLEGE campus is a community. It is a unique community, for all its members, activities, and facilities are there for a single purpose: to promote the student's liberal education.

The most important aspect of life within the Gettysburg College community centers around the libraries and classrooms, for these are most directly related to the student's intellectual growth. But the other aspects of the community—its living and dining facilities, religious activities, lectures, performing arts program, newspaper and radio station, organizations, and athletic activities—all make their contribution too. For a liberal arts education directly or indirectly involves all phases of man's life, his spiritual, physical, and social life, as well as his intellectual life.

Living within a college community can be exciting if a student involves himself and accepts the many opportunities to be challenged. He has before him constantly the opportunity to think, to act, to learn. It is for him, the student, that the community exists.

LIVING ACCOMMODATIONS

In a college community an important part of the total education takes place in the residence halls. A student's room is his study. Here the student does much of his class preparation and reading. His room is also a place to relax and rest. A residence hall, however, provides more than facilities for study and rest. Here students are afforded the opportunity to live together and to learn to respect the views of others. Here students should talk freely with each other; in these conversations they can gain experience in expressing their own opinions and in listening to and evaluating the opinions of their contemporaries. Here students learn that there are many views to take of a problem, views that are both enhanced and hindered by their fellow students' personalities, insights, and prejudices. For in a college residence, a student associates closely with others who have different social and economic backgrounds and who have different talents and special interests.

Dormitories At Gettysburg the majority of the students live in College dormitories, most of which are new, modern, comfortable buildings. Under the guidance of carefully selected student counselors, the residents make every effort to solve their own living problems. A head resident is available in each of the women's dormitories to help the girls in any way she can. Each fall the residents of the women's dormitories elect officers who constitute the House Council. This Council, acting as a judicial board within each dormitory unit, takes care of all but major problems or violations. Counselors and head residents work closely with the House Council in resolving dorm problems, and in planning improvements and activities. The residents of the men's dormitories also elect officers each fall who work with the dormitory counselors to solve dorm problems, suggest improvements, and plan activities.

Fraternity Houses On and surrounding the Gettysburg College campus there are thirteen fraternity houses for upperclass members. These houses provide living, study, and eating facilities for the members of each social group. Each house has a housemother, who acts as a hostess for the house and as a chaperon at dinner parties and social affairs.

Rooms All women in the campus community are required to live in a dormitory unless they have special permission from the Dean of Students. Some of the men students live in rooms off campus which have been approved by the Dean of Students.





DINING ACCOMMODATIONS

All women students, except those living at home, and all entering freshmen men are required to take their meals in the College Dining Hall. Fraternity pledges are permitted to eat the evening meal and Sunday noon meal in their fraternity houses. The Dining Hall is an air-conditioned one-story brick building, which can accommodate 750 people at one sitting. Breakfast and lunch are served cafeteria style; dinners are served family style three times a week.

RELIGIOUS LIFE

One of the principal objectives of Gettysburg College is to provide students with an opportunity to grow in their understanding of their own religious tradition, and that of others. The student's encounter with religious concepts different from his own may be a shaking experience. These ideas should not destroy his faith, but provide him with an opportunity to think about convictions and commitments he may previously have taken for granted. The integration of the knowledge which reason provides and the knowledge to which faith bears witness is a part of the work of the College years. The goal is a maturity of both faith and reason and a style of life reflective of this wholeness.

Opportunities for corporate worship are provided in the College Chapel and in the churches of the local community. Services are held in Christ Chapel each Sunday and at various times during the week, and are led

by the Chaplain, student and faculty assistants, and the Chapel Choir. This Chapel, which seats 1,250, also houses the Chaplain's office and work and discussion rooms. It is open for meditation and prayer until late evening.

Ministers and priests in the community also participate in serving the students, and most of the denominations have student groups which meet weekly for study and fellowship.

Chapel Council—Student Christian Association. The Chapel Council and the Student Christian Association have merged their efforts and have included representatives from the denominational groups to provide a council for the planning and coordination of a wide-ranging program of religious activities. Meeting weekly, the group counsels the Chaplain concerning services and, through six major committees, sponsors fall and spring lecture series, two retreats, field trips to centers of creative Christian activity, service programs at the College and in the community, a library and literature program, World University Service, and monthly lectures and discussions on the relevance of the Gospel to the contemporary world. The Council is currently responsible for a tutorial program in the Junior High School in which eighty students are serving more than a hundred junior high pupils. Other recent programs include a Wednesday morning Communion service in Advent and Lent.

These opportunities for worship, study, service, and fellowship, together with the stimulation of classroom lectures and informal encounters, provide the context necessary for growth toward maturity of faith and life.



STUDENT GOVERNMENT

A vital part of any community is, of course, its government. The students of Gettysburg College are proud of the provisions for self-government which exist on the campus—a condition which reflects the faculty's and administration's belief in democratic action and in the maturity of students. A liberal arts education should help develop a person's critical sense, his ability to reason and to think for himself, and his ability to make wise and thoughtful decisions. One important application of this education lies in self-government. For to govern wisely a student must think critically and constructively, make sound decisions, and implement legislation through constructive means. Furthermore, self-government gives the student an opportunity to express opinions, to initiate action, and to practice being a good citizen of a community. A liberal education must help produce responsible citizens; self-government in a college community provides a practice ground.

It is important that each citizen of the college community accept his responsibility, for democratic government can be effective only when individual citizens accept their responsibilities. In a college community, then, a responsible student must participate in student government by exercising his right to vote for class officers, Student Senate executive officers, Honor Commission members, and other delegates; he must examine the proposals and action of his elected governing bodies; he must voice his opinions and submit his constructive criticisms in mature, legal ways; and he must show a willingness to support and participate in student affairs.

STUDENT SENATE

The Student Senate, the principal unit in student government at Gettysburg College, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in forming school policies and works to promote cooperation among administration, faculty, and students.

It conducts class elections, nominates candidates for outstanding awards, and plans and coordinates such campus activities as Father's Day, Mother's Day, and Homecoming. Members of the Senate represent the student body on several faculty committees.

The Student Senate is a representative body. The president, vice president, secretary, and treasurer are selected through campus-wide elections. Other voting members of the Senate are the presidents and two representa-



tives from each of the four classes, the chairman of the Honor Commission, the chairman of the Student Union Board, the president of the Interfraternity Council, the president of the Panhellenic Council, and the president of the Women's Student Government Council. Nonvoting members, who represent various campus organizations, attend Senate meetings, act as links of communication between their groups and the Senate, and take part in discussions. Although certain designated representatives are expected to attend Senate meetings, all Student Senate meetings are open to any student who wishes to attend, to present ideas, and to participate in discussions.

One of the important functions of the Student Senate is to allocate funds from the Student Chest to student organizations on campus. The fee for this fund is included in the comprehensive fee.

The Student Senate also has over-all responsibility for such other functions of student government as the Honor Commission and the Student Conduct Committee.

The Honor Commission The Honor Commission, a board of nine students, and faculty advisers, promotes and enforces the academic honor system at Gettysburg College. The nine students, who must first meet certain qualifications, are elected by the student body. All reported honor code

violations are tried before this commission. Any student convicted of a violation may appeal his case to a faculty-administration Appeal Board.

The Student Conduct Committee This committee handles disciplinary cases within the student body, including all individual or group violations of College rules and civil laws. The committee is composed of the president of Student Senate, representatives from Women's Student Government Council, Interfraternity Council, and Panhellenic Council, and six other students, who have met certain qualifications, elected by the Student Senate. Decisions of the Student Conduct Committee are reviewed by a faculty-administration Review Board, whose action is final in all cases.

Women's Student Government Council Every undergraduate woman is a member of the Women's Student Government Association. Each spring the women elect class representatives to the Women's Student Government Council, the executive body of the association. This council establishes and aids in the implementation of the dormitory social regulations of the women students. A variety of campus activities is sponsored by WSGC. Its most important function, however, is that of a sounding board for student concern in all areas. The president of each dorm unit is a member of WSGC and, along with her council, serves as a means of direct communication between WSGC and dorm government.

INTERFRATERNITY COUNCIL

The responsibility for governing the fraternity system of Gettysburg College is assumed by the Interfraternity Council, an organization composed of one representative and one alternate from each social fraternity. This council formulates and administers general policies by which all the fraternities on campus abide. It also serves as a representative of the social fraternal groups to the student body, the College, and the community. During the school year it sponsors campus activities such as the IFC Ball and IFC Weekend.

PANHellenic Council

The responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, on which each social sorority is represented by an alumna and two student representatives. This Council establishes and enforces the "rushing" regulations, it functions as a governing body in all matters involving sororities and intersorority relations, and it fosters harmony between sorority and independent women.

CULTURAL ACTIVITIES

LECTURES

The citizens of a college community must constantly be aware that they are living in an active, changing world, a world teeming with new ideas and new discoveries. And its citizens must not forget that this world is one which has been shaped and influenced by the past. Through its lecture program, which complements classroom study, the College brings to campus each year well-known scholars, travelers, and outstanding figures in public life. In this way, the College hopes to extend the student's view beyond the classroom, beyond the confines of the College community.

In addition to the general lecture series sponsored by the College, the following special lectureships are given regularly:

The Robert Fortenbaugh Memorial Lectures on the Civil War. In 1957, on the 125th anniversary of the founding of Gettysburg College, the College inaugurated a series of lectures on the American Civil War and dedicated them to the memory of Dr. Robert Fortenbaugh (1913), who served the College for 33 years as chairman of the Department of History. Each year an authority on the period lectures on some phase of American life a century ago. These lectures, presented in November to coincide with the anniversary of Abraham Lincoln's visit to Gettysburg to dedicate the National Cemetery, are open to the public.

Stuckenberg Lectures A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture on some phase of Sociology from the standpoint of Christian Ethics.

Bell Lectures A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College for the establishment of a lectureship on the claims of the gospel ministry on college men. The main object of this foundation is "to keep before the students of the College the demand for men of the Christian ministry and the conditions of the age qualifying that demand."

John B. Zinn Seminars These seminars have been established by the Chemistry Department in honor of John B. Zinn (1909), Professor of Chemistry, Emeritus. Men of outstanding ability in the field of Chemistry are invited to present seminars on topics of current interest to the students, faculty, and invited guests.



Above left: Philip Morrison, Professor of Physics and Nuclear Studies at Cornell University, chats with students in Masters Hall. Above right: George H. T. Kimble, Professor of Geography at Indiana University, speaks at a student assembly. Below: Clinton Rossiter, Professor of American Institutions at Cornell University, delivered the 1964 Robert Fortenbaugh Memorial Lecture.



1964 Calendar of Cultural Events

January 3	Film Series. <i>Born Yesterday</i> (American)
January 6	Lecture. Warren Quanbeck, Lutheran World Federation delegate to Vatican Council
January 9	Assembly. John Yovicsin, Head Football Coach, Harvard University
January 10-19	Art Exhibit. Contemporary prints, Philadelphia Print Club
February 9-15	Religious Emphasis Week. William Hordern, Professor of Systematic Theology, Garrett Theological Seminary; Cornelius Van Til, Professor of Christian Apologetics, Westminster Theological Seminary. Art Exhibit. <i>The Play of Herod</i> , 13th century miracle musical
February 9-14	Art Exhibit. Modern Religious Prints from Museum of Modern Art, New York
February 16	Concert. College Choir
February 20	Stuckenberg Lecture. Joseph R. Washington, Chaplain and Assistant Professor of Religion and Philosophy, Dickinson College
February 22	Concert. Josh White
February 26	Performing Arts Series. William Warfield, baritone
February 28	Film Series. <i>Our Man in Havana</i> (American)
March 2	Performing Arts Series. Tamburitizans, Dance Group from Duquesne University
March 4	Lecture. W. Fred Kinsey, III, Director of the North Museum of Franklin and Marshall College
March 10	Senate Awareness Week. Santiago Salazar Santos, Ambassador from Colombia to the Organization of American States
March 11	Lecture. K. Bruce Jacobson, Biology Division of the Oak Ridge National Laboratory
March 12	Senate Awareness Week. Tad Szulc, Correspondent, <i>New York Times</i>
March 13	John B. Zinn Seminar. Leonard H. Eriksen, Director of the Feltman Chemical Research Laboratories, U.S. Army Munitions Command, Picatinny Arsenal, Dover, New Jersey
March 18-21	Owl and Nightingale Players. <i>Othello</i>
March 19	Assembly. Lamar Dodd, Professor of Art, University of Georgia, Phi Beta Kappa Visiting Scholar
March 23	Performing Arts Series. Margaret Webster, Shakespearean director, actress, author
April 2	Chi Omega Cultural Speaker. Felix Morley, journalist
April 2	Lecture. Darlington Hoopes, National Chairman of the Socialist Party—Social Democratic Federation
April 3	Film Series. <i>Carry on Admiral</i> (British)
April 7	Founder's Day Assembly. Milton Shapp, Jerrold Electronics Company
April 7	Performing Arts Series. John McCullom, tenor
April 8	Bell Lecture. Hagen Staack, Head of Religion Department, Muhlenberg College
April 9-10	Premier Players. <i>Kismet</i>
April 12	Performing Arts Series. Nel Oosthout in <i>The Chalk Circle</i>
April 16	Lecture. Don Cameron Allen, Chairman of the English Department, The Johns Hopkins University
April 16	Assembly. Josephine Huang Hung, Professor of Chinese Drama and Opera, Saint Joseph College

April 19	Concert. Chapel Choir. Schubart's <i>Mass in G</i>
April 20	Lecture. Dr. M. H. Gopal of Mysore, India, Fulbright-Whitney Visiting Professor, Western Maryland College
April 26	Concert. Gettysburg College Concert Band
April 30	Lecture. Philip Morrison, Professor of Physics and Nuclear Studies, Cornell University
May 1	Film Series. <i>The Devil at 4 O'clock</i> (American)
May 6	Lecture. Paul Wagner, Director of Education and Political Action for the United Automobile Workers
May 7-9	Owl and Nightingale Players. <i>The American Dream</i>
May 13	Lecture. Anthony Wallace, Professor of Anthropology, University of Pennsylvania
May 14	Senior Honors Day. Alexander Astin, National Merit Scholarship Corporation
June 7	Baccalaureate. Fredrik A. Schiotz, President, American Lutheran Church
June 7	Commencement. A. George David Wiles, President, Newberry College
September 17	Opening Convocation. President C. A. Hanson
September 30	Lecture. Malcolm Muggeridge, British journalist
October 2	Concert. Count Basie and his Orchestra
October 8	Fall Honors Day. Samuel H. Magill, Dean, Dickinson College
October 10	Film Series. <i>Ashes and Diamonds</i> (Polish)
October 11, 12	Fall Lecture Series. Walter Kloetzli, Director, Department of Urban Planning of the National Lutheran Council
October 14, 15	Performing Arts Series. Suzanne Bloch, lutenist
October 22	Lecture. Samuel N. Kramer, archaeologist, University of Pennsylvania. Danforth Visiting Lecturer
October 26	Performing Arts Series. Esterhazy Orchestra
October 27	Debate. James A. Burkhart, political scientist, Stephens College and Fulton Lewis, III, Young Americans For Freedom
October 30	Film Series. <i>Orpheus</i> (French) and <i>The Hole</i> (American)
November 6-8	Owl and Nightingale Players. <i>Inherit the Wind</i>
November 9	Lecture. John S. Rice, former Ambassador to the Netherlands
November 15	Performing Arts Series. Alton Jones, pianist, Juilliard School of Music
November 18, 19	Lecture. E. Robert Beringer, Physics Department, Yale University. American Institute of Physics, Visiting Lecturer
November 19	Fortenbaugh Memorial Lecture, Clinton Rossiter, John L. Senior, Professor of American Institutions, Cornell University
November 19	Lecture. Homer Anderson Thompson, Professor at the Institute for Advanced Study, Princeton University
November 21	Film Series. <i>Symphonie Pastorale</i> (French)
November 23	Lecture. Neiman Craley, United States House of Representatives
November 24	Performing Arts Series. First Chamber Dance Quartet
December 7	Lecture. E. J. Simmons, Russian Studies, Phi Beta Kappa Visiting Scholar
December 8, 9, 10	Owl and Nightingale Players. Laboratory Theater. <i>The Anniversary, The Apollo of Bellac, Dark Seraphs File By—Seen No More</i>
December 12	Concert. The Four Seasons
December 12, 13	Concert. College Choir, Chapel Choir, String Ensemble

PERFORMING ARTS

In a college community the performing arts have a significant place, for the performing arts offer an unusual opportunity for thought, learning, and expression to occur at one and the same time. By sponsoring student organizations and departmental programs, the College encourages students to participate in the various disciplines of the performing arts. The College also brings to campus each year performances in dance, drama, vocal and instrumental music by professional groups and individuals. The program of performing arts gives an opportunity for those students with special talent to develop that talent and to share it with others. It also provides an opportunity for those who enjoy dance, drama, and music to see and hear quality performances by students and by artists who have received national and international recognition.

The Gettysburg College Choir The Gettysburg College Choir has received national recognition. This choir of approximately sixty men and women appears at special services and gives concerts on campus throughout the year. Each year it makes a ten day tour, presenting concerts in churches and schools. Auditions for the College Choir are held at the beginning of each school year at which time members are selected for voice quality, trueness of ear, musical feeling, and general musical intelligence.

Chapel Choir The Chapel Choir performs at chapel services and at special services and concerts during the year. The members of this choir are also selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Bands Each September, tryouts are held for the Gettysburg College Marching Band and for the Concert Band. The Marching Band plays at football games, pep rallies, and parades. The Concert Band presents concerts during the second semester at the College and in surrounding communities.

Orchestra The Gettysburg College orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players The student dramatic organization presents four major productions each year, three of which are directed by the Director of Dramatics and one of which is directed by a student.



This dramatic program combines the best in modern drama, including a musical comedy, with established classics. Interested and talented students are given the opportunity to act, to direct, and to design and execute settings, lighting, and costumes. Additional opportunities to act as well as direct are presented in the Laboratory Theater, which has developed under the auspices of The Owl and Nightingale Players. In the one-act plays of the Laboratory Theater, students find a practical outlet for experimentation in all facets of the theater.

Modern Dance Group A recent addition to the performing arts program at Gettysburg College is the Modern Dance Group. Through workshops and performances, this group encourages students to participate in dance and to see modern dance performed.

STUDENT COMMUNICATION MEDIA

Every community needs means of keeping its members in contact with each other and with the rest of the world. On the Gettysburg campus students receive world and campus news, information, and opinions through the campus newspapers and radio station; they read ideas and opinions of their contemporaries in the College literary magazine and scholarly journal; they receive a record of their yearly activities through the College yearbook. These media not only inform the members of the community,



but they also offer them an opportunity to practice expressing their ideas effectively and to learn the practical aspects of working with newspapers, radio stations, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students, who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning the faculty, student body, and campus activities.

The Mercury The campus literary magazine is published three times a year. The poems, short stories, essays, and illustrations published in *The Mercury* are contributed mostly by students, although faculty members also make contributions. The editorial staff of students encourages creative writing within the campus community.

The Gettysburg Review. A biannual scholarly journal fashioned after the academic quarterly reviews, *The Gettysburg Review* is the major concern of the Academic Publishing Board, a group of students interested in publishing student academic work of outstanding merit for the benefit of the College community. The activities of this Board are sponsored by the Student Senate.

The Spectrum The College yearbook records many phases of College life. The yearbook, like the other publications, is staffed entirely by students. *The Spectrum* offers opportunities for students interested in feature and sports writing, editing, layout, photography, typing, and advertising. A copy is distributed to students in the spring each year.

WWGC The College radio station is the voice of the campus. Student managed and staffed, it broadcasts a variety of programs throughout each week from its fully equipped studios in the Student Union Building. *WWGC* is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising.

STUDENT ORGANIZATIONS AND ACTIVITIES

HONORARY ORGANIZATIONS

A college community is primarily a community of scholars who pursue the goals of a liberal education and develop proficiency in a particular field of interest. In such a community, all scholars are honored but especially those who have achieved high academic performance. An honorary society, as the term implies, honors scholars, and membership in it also carries honor. These societies, some national and some local, have been established to recognize individual scholastic achievement and to motivate students to achieve academic excellence. Although honorary organizations differ in their specific requirements for membership, most of them require academic competence in general plus academic excellence in one particular field.



50 *Student Organizations and Activities*

PHI BETA KAPPA

Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is the highest academic honorary fraternity. Not over ten per cent of the senior class may be elected to membership each year. Candidates for Phi Beta Kappa must be candidates for the Bachelor of Arts degree. These candidates must show promise of both intellectual and moral leadership. They must evidence a broad general culture as well as possess a distinguished academic record. Gettysburg College faculty members who are members of Phi Beta Kappa elect students to the Gettysburg College Phi Beta Kappa chapter.

NATIONAL HONORARY AND PROFESSIONAL FRATERNITIES AND FRATERNAL SOCIETIES

Alpha Psi Omega: national society for dramatic students

Arnold Air Society: a military society for students excelling in Air Force ROTC

Beta Beta Beta: a society for students of Biology

Delta Phi Alpha: a German language society

Eta Sigma Phi: an undergraduate fraternity for students of the classics

Lt. Charles Fite Company, Association of the United States Army: military society for students in Army ROTC

Music Educators' National Conference: organization for music educators

Phi Alpha Theta: fraternity for majors in History

Phi Sigma Iota: society for students of the Romance Languages

Pi Delta Epsilon: journalistic society

Pi Lambda Sigma: fraternity for majors in Political Science and Economics

Psi Chi: organization for students in Psychology

Student Pennsylvania Education Association—National Education Association: professional organization for students planning to teach

Student Section, American Institute of Physics: an association for students interested in Physics

LOCAL HONORARY SOCIETIES

Phi Sigma: a society for students of Philosophy

Sceptical Chymists: an organization of students in Chemistry

OTHER ACTIVITIES

Within the College community each student should be able to find one activity which interests him. By participating in certain chosen activities,

a student is able to develop and express talent, and to practice working with members of a group to achieve a common goal. Some of the activities which have not been mentioned previously are:

Alpha Phi Omega	French Club
Association of Independents	Outing Club
Booster Club	Philosophy Club
Caucus Club	Physical Education Majors Club
Cheerleaders	Sociology Club
Drill Teams	Spanish Club
Air Force ROTC and Army ROTC	Varsity G Club
Drum and Bugle Corps	Women's Athletic Association

STUDENT UNION BUILDING

Many of the campus activities take place in the Student Union Building, commonly known as the SUB. This building fills such a variety of needs that almost every member of the campus community visits it several times during an average week.

On the first floor of the SUB is a snack shop and cafeteria, known on campus as the Bullet Hole. In one wing is an auditorium which serves a variety of purposes. As an auditorium, with a seating capacity of 2,000, it is used for assemblies, plays, concerts, and movies. With the chairs removed, it may be used as a ballroom. Here such college dances as the annual IFC Ball and the Military Ball are held. Also located on the first floor is the College Bookstore, where students may buy their textbooks, school supplies, and notions. On this floor, too, is a United States Substation Post Office, where students receive their mail in individual post office boxes. On both the first and second floors are large student lounges.





On the second floor of the building are the offices of Student Senate and meeting rooms where student organizations and seminars meet. Just off the second floor lounge are soundproof listening rooms and study rooms. Also on this floor is a barber shop.

Within the Student Union Building there are many recreational facilities such as a bowling alley equipped with automatic pin setters, a swimming pool with spectator bleachers and locker rooms for men and women, a game room, and a card room, ping pong tables, and a television room.

The student communication media have their offices here. From second floor studios WWGC broadcasts. *The Gettysburgian* and *The Spectrum* have their offices and workrooms in a special first-floor wing.

The activities which take place within the SUB are coordinated by a Student Union Board, composed of nine students, a faculty adviser, and the Director of the Student Union Building. Its committees plan, coordinate, and publicize activities and facilities. Some of the responsibilities of the Board include offering a film subscription series which brings to the campus outstanding foreign and domestic films, planning social events, improving facilities, publicizing all events which take place within the building, publishing a student handbook which acquaints new students with the facilities available to them in the SUB, and providing hostesses and guides to conferences which meet within the Student Union Building.

SOCIAL FRATERNITIES AND SORORITIES

On the Gettysburg College campus there are thirteen men's social fraternities and seven women's social fraternities, generally called sororities. All of these groups are nationally affiliated. These fraternal groups extend invitations for membership each fall after a "rushing" period. The fraternities are social in nature and provide an opportunity for members of the campus community to live in close association with other members of a group who have common ideals and who have pledged a common loyalty. About two-thirds of the men and women students are affiliated with fraternities. Each of these groups recognizes that the primary purpose of the College is academic. Thus, each fraternal group encourages scholarship and sets certain academic standards for initiation.

Women's Fraternities and Sororities

Alpha Delta Pi	Chi Omega	Phi Mu
Alpha Xi Delta	Delta Gamma	Sigma Kappa
	Gamma Phi Beta	

Men's Fraternities

Alpha Chi Rho	Phi Delta Theta	Sigma Chi
Alpha Tau Omega	Phi Gamma Delta	Sigma Nu
Kappa Delta Rho	Phi Kappa Psi	Tau Kappa Epsilon
Lambda Chi Alpha	Phi Sigma Kappa	Theta Chi
	Sigma Alpha Epsilon	

ATHLETICS

Since ancient Greece, liberal arts educators have recognized the importance of sports and planned physical recreation, for they have realized that students should develop fit bodies as well as keen minds. On the Gettysburg College campus there is a full program of intercollegiate and intramural athletics for both men and women. It is therefore possible for all students of the College community to participate in some supervised sport. For those who display outstanding athletic skills there are the varsity teams. For those students not on varsity squads there is the opportunity to participate in the intramural program for which competitive teams are organized from the fraternities, sororities, and non-fraternity groups. Students are admitted to all athletic contests on campus by showing their College identification card.



INTERCOLLEGIATE ATHLETICS

Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Middle Atlantic States Athletic Conference.

The intercollegiate program for men includes football, soccer, cross country, basketball, wrestling, swimming, baseball, track, tennis, and rifle teams.

The program of intercollegiate athletics for women includes field hockey, basketball, and tennis.

INTRAMURAL ATHLETICS

The men's intramural program is organized by the Health and Physical Education Department. Student representatives help plan and promote the program, which includes twelve activities: touch football, soccer, cross country, basketball, volleyball, swimming, bowling, table tennis, chess, bad-

minton, tennis, and softball. Members of the Physical Education Club officiate at all intramural contests.

The intramural program for women is conducted by the Director of Women's Physical Education and her staff, with the assistance of representatives from the Women's Athletic Association, an organization which includes all women students. Like the men's intramural program, the women's intramural program endeavors to maintain interest in sports and to promote good sportsmanship. Basketball, volleyball, swimming, bowling, table tennis, badminton, and tennis are the planned athletic contests.

STUDENT SERVICES

STUDENT HEALTH SERVICE

Because the College feels that it should be informed adequately concerning the state of health of each new entrant as soon as he joins the College community, it requires each entering student to submit to the Dean of Students a medical report from his family physician. On the College medical form parents and family physicians should include a complete medical history so that the College Physician will have access to accurate information before and during treatment of students.

The College maintains a Health Service for the benefit of all students. An agency of this service is a well-equipped College Infirmary. This Infirmary has twelve double rooms for in-patients, a two-bed isolation room,



a kitchen, and treatment, examining, and consultation rooms, plus nurses' quarters. A staff of registered nurses, the College Physician, and the Assistant College Physician provide twenty-four hour service during the school year for those students requiring medical attention.

The College Health Service provides treatment in the Infirmary of minor medical ailments contracted while the student is at the College, routine care of chronic illnesses, and treatment of minor injuries such as sprains and small lacerations. Simple drugs and dressings are provided by the College; other, more expensive, medication is at the student's expense. Students with major illnesses or injuries are referred to specialists or are admitted to the local hospital.

Routine laboratory tests, periodic follow-up examinations recommended by family physicians, and physical examinations for athletic activities are performed in the Infirmary. Some forms of physiotherapy are available in the Infirmary or, as advised by the College Physician, in the Physical Education Department. The Physician recommends consultation with specialists, X rays, and major laboratory tests only when needed to establish diagnosis. The cost of X rays and other diagnostic procedures and physiotherapy treatments prescribed by the College Physician is borne by the student.

GUIDANCE AND COUNSELING

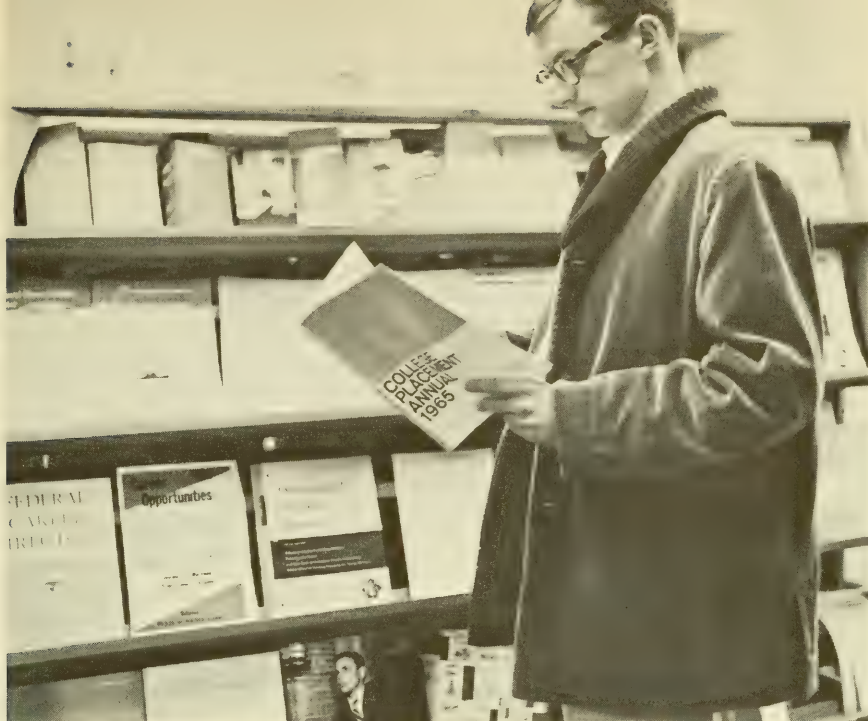
Faculty members give their time freely to advise students concerning class work, course planning, and career possibilities, including preparation for graduate school.

Guidance services under the general direction of the Dean of Students are supervised by the Guidance Officer, who complements and supplements the work of faculty advisers in many ways. In addition to engaging in general counseling, he administers tests of vocational interest and aptitude, and maintains a file of information useful in planning for off-campus study or graduate study.

The College provides professional help for students in matters of emotional stress and personal adjustment. The Counseling Psychologist and the Clinical Consultant, who is a certified psychiatrist, are available to help students with emotional problems. Students may seek this service voluntarily, or they may be referred to it by advisers or other faculty members.

PLACEMENT

Life for students in a college community is only a temporary one, for students look forward to entering a graduate or professional school, taking a position in business, or teaching. The College makes every effort to



assist its students make this transition. Through placement bureaus and faculty advisers the College helps students find suitable jobs or continue their formal studies.

Teacher Placement The College maintains a free Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating properly qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

College Placement The College operates a general placement service for its students and alumni. The Placement Officer, in cooperation with the Dean of Students, arranges for employment personnel of many business and industrial organizations to meet students for personal interviews. In the Placement Office there is a library of material on career possibilities in business and the professions. Students who wish aid in securing placement should register with the Placement Officer early in their senior year.

Departmental Placement The administration and major advisers informally assist students in securing employment or placement in graduate school. The Guidance Officer has a wide selection of graduate school catalogues for student reference. Three times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school.

STUDENT CONDUCT

Every community has certain regulations and traditions which each citizen is expected to abide by and uphold. A college community is no exception. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education. Consequently, the student who fails to contribute to the Gettysburg College community or who fails to support its objectives forfeits his right to continued membership in it. The College reserves the right to dismiss summarily any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he has paid.

At the beginning of each school year the Dean of Students issues an official *Summary of Regulations*, a statement of many of the academic and social rules in effect in the College. Since each student is responsible for observing these rules, each should become thoroughly familiar with this statement.

Before a student decides to apply for entrance into Gettysburg College, he should be aware of some of these rules governing student conduct.

ALCOHOLIC BEVERAGES

The possession or use of alcoholic beverages on College property, including fraternity houses, or at College functions is prohibited.

AUTOMOBILES

Neither freshmen nor sophomores are permitted to have automobiles on the campus or in the community of Gettysburg. Students who are permitted to have automobiles are required to register them with the Dean of Men and obey the regulations governing their use.

STUDENT MARRIAGES

Any student under the age of twenty-one who plans to marry must, at least two weeks before the marriage, satisfy the Dean of Students that the parents or guardians of both parties have consented to the marriage.

FACILITIES

The campus of Gettysburg College is over a century and a quarter old. Pennsylvania Hall (Old Dorm) was completed in 1838 and for a time housed the President, students, classrooms, and library. The White House, completed in 1860, was the residence of the College's presidents until 1952. Stevens Hall was built in 1868 for the old preparatory department of the College. Among the other major buildings Glatfelter Hall was completed in 1889, Brua in 1890, and McKnight in 1898. Huber Hall was built in 1917. Several of these buildings have been recently remodeled to provide up-to-date academic facilities.

Four campus buildings are the product of the 1920's: Weidensall Hall (1922), Breidenbaugh Science Hall (1927), Eddie Plank Memorial Gymnasium (1927), and Schmucker Memorial Library (1929). The postwar building program began with Hanson Hall (1950) and has continued with Christ Chapel (1953), Stine Hall (1956), Rice and Paul Halls (1957), Emma G. Musselman and North Dormitories and the Dining Hall (1958), Dormitory D and the Student Union Building (1959), the Sieber-Fisher Infirmary (1960), Masters Hall (1961), and the Physical Education Building (1962).





This program of construction and renovation has provided the College with excellent facilities for a thriving academic community. A considerable part of the financial support for this program has come from The Woman's League of Gettysburg College. The campus itself symbolizes the aims of the College—to retain the best of the past, to provide for the present, and to plan for the future.

LIBRARIES

Schmucker Memorial Library, remodeled and enlarged in 1961, is the College center of academic life. With well over 125,000 volumes, including state and federal documents, the library also receives more than 700 current periodicals and maintains active pamphlet files.

The audio-visual department contains a collection of more than 2500 recordings on open shelves for general circulation, and a growing file of microcards, microfilms, slides, filmstrips, and tape recordings with corresponding equipment for viewing and listening. A small collection of audio-visual equipment is also available for classroom use.

The American Civil War Library, including primary source material not available elsewhere, is the largest special collection. Other such collections include the Zimmerman Library of general literature, history, and biography; the Stuckenberg map collection; the Arensberg Collection of works on Napoleon; the Parkin Collection on World War I; the Warthen Library of eighteenth century literature; the Dinges Collection of Menckeniiana; a documentary collection of the military history of World War II; and a growing collection of works on Oriental cultures to undergird the extensive Kramer-Hampshire Oriental Art Collection of jades, ivories, semiprecious gem stones, porcelains, paintings, rugs, and textiles housed in the library.

Individual study carrels in the open-shelf areas, as well as in the restricted stack areas, complement large and small reading rooms located on three floors. Six hundred readers can be accommodated.

Chemistry and physics departmental libraries are housed near their respective laboratories. A small collection on permanent loan is housed in the Classics Seminar Room.

CLASSROOM BUILDINGS

Glatfelter Hall, an imposing stone building recognized by its tower and clock, remains the major classroom building on campus. McKnight Hall is the center of language study with a fully equipped language laboratory. Weidensall and Stahley Halls are classroom and office buildings. From Brua Hall comes the sound of music, for in this building the Music Department has its studios, classrooms, and recital hall. In the Aerospace Studies Building the Air Force ROTC detachment has its headquarters and classrooms.

In Breidenbaugh Science Hall are the lecture halls, classrooms, and laboratories of the Chemistry Department. Similar facilities are housed in Masters Hall, the Physics laboratory.

The facilities of the Army ROTC and of the women's athletic program are located in the Eddie Plank Memorial Gymnasium. In the Physical Education Building, which is the center for the men's athletic program, there is a large court for the playing of all indoor sports.

There are three athletic fields: a new combination field for football and track, near Musselman Stadium; the Ira Plank Memorial Baseball Field devoted exclusively to intercollegiate baseball games; and an Intramural Field, which contains tennis courts, and soccer, softball, football, and hockey fields.



ADMINISTRATIVE OFFICES

The President of the College, the Personnel Deans, and the Registrar have their offices in Glatfelter Hall. The Dean of the College and the Director of Admissions have their offices in The White House. The Business Office is centrally located on campus in a small stone building. The Office for Development, the Publicity Office, and the Alumni Office are located in the Eddie Plank Memorial Gymnasium. The Guidance Officer and the Placement and Financial Aid Officer are located in Pennsylvania Hall (Old Dorm).

The President's House, formerly used as the on-campus residence of the President of the College, has been renovated to provide office facilities for former President of the United States Dwight D. Eisenhower.

LIVING AND DINING FACILITIES

The women's dormitories, with the exception of the four cottage units, are grouped together on the northeast corner of the College campus. Hanson Hall forms the western portion of a quadrangle of women's dormitories, while Huber Hall and Stevens Hall form the eastern terminal. The Emma G. Musselman and North Dormitories are located between

Hanson and Huber Halls and form sides of the quadrangle. Each of these units has attractive rooms for its residents, lounges and recreational rooms, and an apartment for the head resident. Three cottages are conveniently located across from the Student Union Building and adjacent to the Dining Hall. A fourth cottage, privately owned, is located to the rear of a property directly across from the College Library.

There are also five dormitories for men. Stine Hall forms the western end of a quadrangle of buildings which includes the Breidenbaugh Science Hall, Rice Hall, and Paul Hall. Dormitory D is located west of the Student Union Building. Each of these dormitories provides residents with double rooms, a lounge, and tiled baths. A few men students have dormitory rooms in Pennsylvania Hall (Old Dorm).

Christ Chapel, the College Dining Hall, the Sieber-Fisher Infirmary, and the Student Union Building are located near the living area on campus.





Admission

REQUIREMENTS FOR ADMISSION

APPLICANTS for admission to Gettysburg College should be persons who have demonstrated their ability and eagerness to do sound academic work and contribute to the community of learning which exists at the College.

Although the competition for admission to the College is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on the several factors described below. These are listed in no particular priority. The College must be satisfied of the student's strength in all of the areas which they represent:

Evidence of high academic attainment. The College requires no fixed number of secondary school units for admission. It assumes graduation by an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results. The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all applicants. One of the Achievement Tests must be in English Composition and the other two in subjects of the student's own choice and in which he believes he can perform best. The tests may be taken in March or May of the junior year and no later than January of the senior year. Test results will be used in the admissions decision and in placement in College courses.

Evidence of good moral character and acceptable social habits. A confidential statement from the counselor, headmaster, or principal assuring the Admissions Staff of these qualities and giving an estimate of the student's maturity, motivation, and intellectual curiosity is a part of the secondary school transcript. The College relies also on recommendations from its alumni and friends in making an estimate of the applicant's potential as a contributing member of the College community.



ADMISSION PROCEDURE

The student interested in Gettysburg College should submit an application during the fall of his senior year and no later than February 15. A nonrefundable fee of \$10 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is likely to be very helpful to the applicant. A student considering a major in Art, Music, or Physical Education should make his interest known when requesting an interview so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

OFFERS OF ACCEPTANCE

THE EARLY DECISION PLAN

The student with an excellent record through the junior year of secondary school, who has decided on Gettysburg College as the college of his first choice, may submit an application for Early Decision acceptance. This must be his only application and must be received by November 15 of the senior year. Notification of the decision on admission will be made

during the first week in December. A nonrefundable advance fee of \$100 is required to validate this offer of acceptance.

The Early Decision applicant must take the Scholastic Aptitude Test in March or May, and three Achievement Tests in May, of the junior year. Students submitting applications for Early Decision who are not offered acceptance will be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.

THE REGULAR DECISION PLAN

To be sure of maximum consideration, students should present applications by February 15. Most offers of acceptance will be announced by April 1 after the receipt of senior Scholastic Aptitude Tests, Achievement Test results from December or January, and senior first semester grades.

A \$100 advance deposit, validating the Regular Decision offer of acceptance, is refundable until May 1 of the student's entering year in compliance with the principle of the Candidate's Reply Date. The College reserves the right to cancel an offer of acceptance unless the candidate makes the advance deposit within the deadline stated in the acceptance letter.



A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn his secondary school diploma.

ADMISSION WITH ADVANCED CREDIT AND PLACEMENT

Students who have taken college level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement tests of the College Entrance Examination Board. The student earning a score of 3 or higher on these tests may be given advanced credit or placement on the recommendation of the chairman of the department concerned after review of the test paper. Students who have completed advanced level or honors courses may be considered for advanced placement.

ADMISSION OF TRANSFER STUDENTS

A transfer student may be admitted at the beginning of any term. He must present a regular application, including secondary school records and College Entrance Examination Board Test results, and an official transcript from all colleges and universities attended. He must be entitled to an honorable dismissal without academic or social probation from the college from which he transfers, and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate may be required to visit the campus for an interview.

Gettysburg College requires approximately a B average in previous college work for consideration for admission of transfer students. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College.

All transfer students must meet the requirements of all members of the class into which they transfer. A student admitted as a sophomore must complete at least six semesters as a full-time student. A student admitted as a junior must complete at least four full semesters at Gettysburg College. A transfer student must spend his senior year in residence completing at least two full semesters in order to receive a degree from Gettysburg College.

ADMISSION TO THE SUMMER SESSION

Students who are candidates for degrees at Gettysburg College are eligible to register for the Summer Session.

A student who is a candidate for a degree from another college may enter the Summer Session upon certification by the Dean of that institution that the applicant is a bona fide student and that the courses taken at Gettysburg College will be accepted for credit if they are passed with certifying grades.

Others applying for admission to the Summer Session only may be accepted upon presentation of official evidence of preparation to meet the regular admissions requirements.

The Summer Session Bulletin, listing course offerings, is available after April 1. This Bulletin and Summer Session application may be obtained from the Admissions Office.

ADMISSION AS A SPECIAL STUDENT

A high school graduate, not a candidate for a degree, may apply for admission for one or more courses as a nonmatriculated student.





College Expenses and Financial Aid

COMPREHENSIVE FEE PLAN

GETTYSBURG COLLEGE operates under the comprehensive fee plan for the regular school year. The student pays a fee which covers all academic expenses except books and private lessons in music.

The comprehensive fee allows a freshman or sophomore to take from 12 to 16 credit hours each semester in addition to the basic course in health and physical education. Any freshman or sophomore pursuing studies which total more than 16 credit hours per semester must pay \$45.00 for each credit hour above the 16 hours permitted. The comprehensive fee allows a junior or senior to take from 12 to 18 credit hours each semester. Any junior or senior pursuing studies which total more than 18 credit hours must pay \$45.00 for each hour above the 18 hours permitted.

Comprehensive Fee (1966-67)	\$1,600
BOARD	
College Dining Hall	\$ 480
ROOM RENTS	
Women's Dormitories	
Cottages, Stevens Hall, and Huber Hall	\$ 280
Hanson, Musselman, and North Halls	330
Men's Dormitories	
Pennsylvania Hall (Old Dorm)	280
Stine, Paul, Rice, and D Halls	330

ESTIMATE OF TOTAL EXPENSE FOR AN ACADEMIC YEAR

	<i>Minimum</i>	<i>Liberal</i>
Comprehensive Fee	\$1,600	\$1,600
Board	480	480
Dormitory Room	280	330
Books and Stationery	125	150
	<u>\$2,485</u>	<u>\$2,560</u>

This tabulation does not include laundry and personal expenses such as clothing, spending allowances, fraternity dues, and transportation.

PART-TIME STUDENTS

Any student who is not a candidate for a degree and who is taking a program of less than 12 semester hours is considered a part-time student, and will be charged at the rate of \$66.50 per credit hour.

PAYMENT OF BILLS

All College bills are due and must be paid in full before registration each semester. Each student will be billed for one-half of the yearly comprehensive fee, room rent, and board charge before the beginning of each semester. Checks should be made payable to Gettysburg College and sent to the Bursar, Gettysburg College, Gettysburg, Pa.

Of the advance payment of \$100 made under either the early or regular acceptance plans, \$75 is credited to the first semester bill and the remaining \$25 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damage.

Every student in College is required to pay a fee of \$50 at spring registration. This amount is deducted from the student's first semester College bill. No refunds will be made after July 1.

No student will be permitted to be graduated, or receive a transcript of record or statement of honorable dismissal, until all financial obligations to the College and community have been met.

VETERANS ADMINISTRATION BENEFITS

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions

of Public Law 634 are eligible to receive monthly payments from the Veterans Administration in accordance with the scale established by the law.

INSURED TUITION PAYMENT PLAN

The Insured Tuition Payment Plan of Boston is a combination of a pre-payment installment plan covering four years of College expenses, and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education. It is available to all entering students through Mr. Richard C. Knight, 6 St. James Avenue, Boston, Massachusetts. Parents may write directly to Mr. Knight for information and contract. The Director of Admissions will mail a brochure of information to all new students on or before June 1 of each year.

THE TUITION PLAN, INC.

Gettysburg College makes available to parents who find it necessary or more convenient to pay in monthly installments a source of credit, The Tuition Plan, Inc., of One Park Avenue, New York 16, N. Y. This plan is a lending agency and should not be confused with the Insured Tuition Plan. Through the Tuition Plan, Inc., contracts may be negotiated covering one, two, three, or four years' College expenses with payments spread over eight, twenty, thirty, or forty months respectively, with the multiple-year plan including the benefits of Parents Life Insurance. Information describing this plan will be mailed to all students during the summer months.

BOARD AND HOUSING ACCOMMODATIONS

All women students, except those living at home, and all entering freshmen are required to take their meals in the College Dining Hall. Fraternity pledges are permitted to eat the evening meal and the noon meal on Sunday in their fraternity houses.

All women students, all freshman men, and, as long as there is space available, all sophomore men are required to live in College dormitories, exceptions being made only for married students and those students living at home. Sophomores and juniors permitted to live off campus are subject to recall to a College dormitory at the end of any semester.

The College provides a single bed, a mattress, a dresser, a study desk, and a chair for each student. Pillows, linens, blankets, study lamps, draperies, and other accessories must be furnished by the student. A reputable laundry provides linen rental and service. Pictures and other decorations may be suspended only from the picture rails.

REFUNDS

No refunds of the comprehensive fee will be made except where a student has had to withdraw because of serious illness or call by Selective Service, in which case the fee will be refunded on a proportionate basis.

No refund of the board fee may be made unless authorized by the Business Manager.

Room charges are refundable only if a student leaves College because of serious illness or call by Selective Service, or finds a replacement who is willing to assume the remaining charge.



COLLEGE BOOKSTORE

The Bookstore in the Student Union Building is operated by the College for the convenience of the students. Since it is operated on a cash basis, all students should be provided with \$60 to \$75 in cash each semester to purchase the necessary books and supplies.

TRANSCRIPTS

Each student is permitted one free transcript of his full record upon graduation or withdrawal from College. Anyone desiring more than one must send his request to the Registrar and enclose payment of \$1 for each additional transcript requested.

Student Financial Aid

Although the charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the moneys paid by a student or his parents still cover only a portion of the total cost of a student's education. As far as private institutions are concerned, the remaining part comes from endowment income and from annual gifts from sources such as alumni, businesses, foundations, or churches. Thus it is accurate to say that all students receive financial aid in some form or another.

Gettysburg College recognizes the primary responsibility of the student and his parents to provide as much toward the total cost of the student's college years as possible. Since an education is an investment which should yield lifelong dividends, a student should be prepared to contribute to it from his own earnings wherever possible, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from their own or their family resources. Access to such aid is considered a privilege, not a right. The qualifications for it are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student. The College participates in the College Scholarship Service and requires all applicants to file the Parents' Confidential Statement.

Financial aid is awarded by a faculty committee in the form of grants, loans, or a combination of these. Loans are of two kinds, those provided by the College and those available under the National Defense Student Loan program. Free grants need not be repaid, but the College assumes their recipients have incurred an obligation and that they will subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others. More than one fourth of the students receive financial assistance in some form.

All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen and his continuing financial need.

A new student seeking financial aid should present the Parents' Confidential Statement as soon as possible after applying for admission, but not later than February 15. A student already enrolled who has previously had some form of aid should secure a renewal application from the Placement and Financial Aid Officer and should request his parents to complete this form. All Parents' Confidential Statements should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey.

There are work opportunities for a limited number of deserving students. A student seeking such employment, whether an entering student or one already enrolled, should apply to the Placement and Financial Aid Officer. Also, each year some students take part-time work in the community. The Placement and Financial Aid Officer assists some students in securing such employment but takes no direct responsibility.

Rules governing all types of financial aid are stated in the *Summary of Regulations* published by the Dean of Students.

ENDOWED SCHOLARSHIPS

Richard A. Arms Scholarship The income from \$7,054 contributed by the Class of 1924 in memory of the chairman of the Mathematics Department (1920-1963) is awarded to a student on the basis of character, ability, and need.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship The income from \$2,500 donated by the Woman's League of Gettysburg College is given to a needy and deserving student pursuing work in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship The income from \$2,201 provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship The income from \$500 is awarded to a needy ministerial student.

Belt-Hess-Quay Scholarship The income from \$9,250 provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship The income from a bequest of \$10,000 is used to aid worthy students in need, preferably ministerial students.

Burton F. Blough Scholarship The income from \$5,000 contributed by a former trustee is used to aid needy and deserving students.

Class of 1913 Scholarship The income from \$11,137 is awarded to a needy and deserving student.

Class of 1916 Scholarship The income from \$7,479 is awarded to a needy and deserving sophomore.

Class of 1918 Scholarship The income from \$17,882 is awarded to needy deserving students.

Class of 1921 Scholarship The income from \$3,603 is awarded to a needy and deserving student.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship The income from \$6,500 established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran ministerial student or a student planning to become a Lutheran missionary.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship The income from a bequest of \$5,000 is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship The income from \$900 is given to a needy and deserving student.

Dr. Daniel F. Garland (1888) Scholarship The income from \$500 is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship The sum of \$1,000 contributed by Mr. and Mrs. Leo J. Gaver in memory of their son is awarded to a student on the basis of character, ability, and need, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship The income from \$10,225 contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student, one preparing for either the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship The income from \$8,600 contributed by the company is awarded to a deserving student.

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Grand Army of the Republic Living Memorial Scholarship The income from \$2,500 donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship The income from a bequest of \$8,630 is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship The income from \$15,281 given by Mr. Hamme is awarded to a deserving student.

Dr. and Mrs. Leslie M. Kauffman Scholarship The income from \$15,000 donated by the Kauffmans is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or to premedical or preministerial students.

Hon. Hiram H. Keller (1901) Scholarship The income from \$15,000 bequeathed by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship The income from \$2,965 given by John M. McCollough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Clarence Gordon and Elfie Leatherman Scholarship The income from \$4,216 given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship The income from \$14,494 given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy men students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship The income from \$75,000 given in memory of Frank M. Long is awarded to students on the basis of character, need, and ability.

Charles B. McCollough, Jr. Memorial Scholarship Income amounting to about \$2,800 per year from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grand-nephew is awarded to one or more worthy men students.

Charles H. May (1904) Scholarship The income from \$5,000 bequeathed by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship The income from \$7,785 bequeathed by Dr. Meisenhelder is awarded to a deserving student.

J. Elsie Miller Scholarship The income from \$5,000 bequeathed by Mr. Miller is awarded to a ministerial student.

Miller-Dewey Scholarship The income from \$10,000 bequeathed by the Rev. Adam B. Miller (1873) is awarded to a deserving student.

Nellie Oller and Bernard Oller Memorial Scholarship The income from \$5,000 bequeathed by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship The income from \$3,000 is awarded to needy and deserving students.

Willard S. Paul Scholarship The income from \$40,271 contributed in his honor by friends of the College on the occasion of President Paul's retirement and since is awarded to a deserving student.

Earl G. Ports (1923) Scholarship The income from \$6,200 provided by Horace G. Ports (1925) in memory of his brother is awarded on the basis of character, need, and ability, preferably to a student in the Department of Physics.

Philip P. Rudhart Scholarship The income from \$26,812 bequeathed by Emma R. Binnix in memory of her brother is awarded to deserving male students.

Gregory Seckler (1965) Memorial Scholarship The income from \$2,500, given by Mr. and Mrs. J. M. Arnold, Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Memorial Scholarship The income from a bequest of Margie A. Smith in memory of her father will be awarded when the principal reaches a stated sum.

Edward J. Stackpole Scholarship The income from \$4,500 contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American History interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship The income from \$5,000 provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a ministerial student.

Dr. J. H. W. Stuckenberg Scholarship The income from \$15,000 bequeathed by Dr. Stuckenberg is awarded to a qualified student.

Parker B. Wagnild Music Scholarship The income from \$3,725 contributed by alumni and friends of the Gettysburg College Choir, is given to a needy and deserving student in the Music Department.

Dr. Rufus B. Weaver (1862) Scholarship The income from \$19,991 bequeathed by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship The income from \$5,000 bequeathed by Mr. Wellington is awarded to a deserving Lutheran ministerial student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship The income from \$14,250 contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

OTHER AID FOR STUDENTS

Aero Oil Company Scholarship The sum of \$600 provided by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Loans are available to members of the senior class from the *Alumni Loan Fund*, established by the Alumni Association and augmented by individual and class contributions. Applicants need at least one approved endorser of their note. The loan is interest free until one year after the borrower's class has been graduated, after which it bears interest at the rate of 6 per cent per year.

Frank D. Baker Scholarship The sum of \$300 is awarded to students in immediate need.

Cambridge Rubber Foundation Scholarship The sum of \$200, given by the Foundation, is awarded to a qualified male student on the basis of criteria agreed upon by the Foundation.



Mr. and Mrs. C. J. Kirschner established the *Alvan Ray Kirschner Scholarship Fund* in memory of their son who lost his life in World War I. The income from \$10,000 is awarded to two students, preference being given to applicants from Hazelton and vicinity. Application for these scholarships should be made directly to Mr. Carl E. Kirschner, Hazelton, Pennsylvania.

Lutheran Parent Education Society Scholarship The sum of \$200 is awarded to a needy and deserving Lutheran student, preferably one interested in church vocations. This sum is provided by the College in recognition of the efforts of the Parent Education Society over many years to assist worthy young men in preparing for the Lutheran ministry.

The St. James Lutheran Church of Stewart Manor, Long Island, has established *The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund* in memory of its late pastor. Amounting to \$1,000, this fund is used to assist worthy students under the same conditions as the Alumni Loan Fund.

Mr. Guy L. Moser established a trust fund to support grants to needy male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Application for these grants should be made directly to the Reading Trust Company, Trustee, Reading, Pennsylvania.

C. H. Musselman Company Scholarship A grant from The Musselman Foundation covering the comprehensive fee is awarded to a qualified student. If more than one applicant meets the general qualifications, preference is given to one intending to major in Chemistry or Business Administration.

Presser Foundation Scholarship The sum of \$400 provided by the Presser Foundation, Philadelphia, is awarded to a qualified student in the Music Department.

Dr. E. Lloyd Rothfuss (1916) has contributed \$6,000 as the *Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund* in memory of his parents. This fund is administered under the same terms as the Alumni Loan Fund.

Sons of Union Veterans of the Civil War Scholarship The sum of \$250 provided by the Sons of Union Veterans is awarded to a student on the basis of need and ability.



Academic Regulations and Honors

A COMPILATION of many of the more detailed academic rules of the College is to be found in the *Summary of Regulations* issued annually by the Dean of Students and available to all students.

THE HONOR SYSTEM

An academic honor system was instituted at Gettysburg College in the fall of 1957. It is based upon the belief that undergraduates can be mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

No student is admitted to Gettysburg College without first having signed a pledge promising to uphold the rules governing the honor system. Freshmen receive detailed information regarding these rules during the summer before they enroll. Needless to say, a person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission involving suspension are reviewed by a faculty board of review.

REGISTRATION

By formally completing his registration, the student pledges to abide by College regulations.

No credit will be given in courses for which the student is not officially registered. The Registrar announces in advance the time and place of formal registrations. Late registrants are penalized by a fine of \$5.

CLASS ATTENDANCE

Regular attendance at all classes for which he is registered is the responsibility of the student. Each student is accountable for all work missed because of class absence. Instructors are under no obligation to make special arrangements for students who are absent without official excuse. Instructors may report the name of a student with excessive absences to the Dean of Students for warning. If a student incurs other absences after being warned, he may be dropped from the course with a failing grade.

All students are required to attend the last meeting of each of their courses before a vacation period and the first meeting of each following a vacation period.

CREDIT FOR YEAR COURSES

No credit will be given for one semester of a year course except with the permission of the department concerned.

TRANSFER CREDIT

No credit will be given for courses taken by regular students in other colleges during the summer unless such courses have first been approved by the head of the department concerned and by the Dean of the College or the Dean of Students. Semester hour credit may be transferred if the grade earned in such courses is a C or better, but grades themselves are never transferred.

ACADEMIC STANDING

The Committee on Academic Standing reviews student records at the end of each semester. When a student's record is found to be unsatisfactory or when he is failing to make satisfactory progress toward graduation, he may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following semester or he may be required to withdraw.

A student with above-average aptitude who is not achieving beyond the minimum standard may be required to absent himself from the College for a semester or a year.

WITHDRAWAL

A student who withdraws from the College is expected to arrange for an interview with a member of the Dean of Students' staff.

REINSTATEMENT

A student who withdraws from the College in good standing, is dropped for academic reasons, or leaves for any other reason, must petition the Dean of Students for readmission. The petition will be reviewed by the appropriate committee on the basis of the student's past record, what he has done since leaving College, and his prospects of completing his undergraduate work.

THE GRADING SYSTEM

The following grading system is in effect: A (excellent); B (good); C (fair); D (unsatisfactory); F (failing); I (incomplete); W (withdrew without penalty); WP (withdrew passing); and WF (withdrew failing). Instructors may modify their letter grades with plus and minus signs. These are placed on the student's permanent record and reproduced on all transcripts, but they are disregarded except in certain computations for honors.

In successfully completing a course a student also earns a number of quality points. The following quality-point system is official: A+, $4\frac{1}{3}$; A, 4; A—, $3\frac{2}{3}$; B+, $3\frac{1}{3}$; B, 3; B—, $2\frac{2}{3}$; C+, $2\frac{1}{3}$; C, 2; C—, $1\frac{2}{3}$; D+, $1\frac{1}{3}$; D, 1; D—, $\frac{2}{3}$; and F, 0.

An F remains on the permanent record and is reproduced on all transcripts. No student may repeat an elective course which he has failed without the consent of the department concerned.

An I is used only when emergency situations, such as illness, prevent a student from completing the course requirements on time. An I not removed within the first six weeks of the semester following the one in which it was incurred becomes an F unless the Committee on Academic Standing extends the time limit.

A student who withdraws from a course during the first three weeks of a semester receives a W. After the first three weeks he receives a WP if he was passing the course when he withdrew, or a WF if he was failing it. A student who withdraws from a course during the last five weeks of a term will receive a WF regardless of his standing in the course at the time.

SENIOR HONORS

The following honors are awarded at the close of each academic year to members of the graduating class:

1. *Valedictorian*, to the senior with the highest academic average and who has passed the senior comprehensive examination with honors;

2. *Salutatorian*, to the senior with the second highest academic average and who has passed the senior comprehensive examination with honors;

3. *Summa cum laude*, to those seniors who have a quality point average of 3.75 or higher and who have passed the senior comprehensive examination with honors;

4. *Magna cum laude*, to those seniors who have a quality point average of 3.5 or higher and who have passed the senior comprehensive examination with honors; and

5. *Cum laude*, to those seniors who have a quality point average of 3.33 or higher and who have passed the senior comprehensive examination with honors.

In addition to the above, *Departmental Honors* are awarded, upon recommendation of the major department, to those seniors who have a quality point average of 3.5 or higher in the courses counting in their major field of study and who have passed the senior comprehensive examination with honors. The department may also require a thesis of students qualifying for departmental honors.

Senior honors are intended for students with four years' residence at Gettysburg College and computations for them are based on four years' performance. Grades earned in required courses in physical education are not considered. The Committee on Academic Standing may grant the honors of *summa cum laude*, *magna cum laude*, or *cum laude* to transfer students who have satisfied the conditions of the honor during at least four semesters in residence at Gettysburg College and who have presented excellent transfer grades. Also, a transfer student with at least four semesters in residence is eligible for Departmental Honors on the basis of grades earned at the College if he meets all other requirements.

OTHER HONORS

The names of those students who attain a quality point average of 3.5 or higher in any semester are placed on the *Dean's Honor List* in recognition of their academic attainments.



PRIZES AND AWARDS

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Convocation in October or a Spring Honors Convocation held in May.

Baum Mathematical Prize The income from \$500, contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

The Charles W. Beachem Athletic Award The Student Christian Association presents a cup in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior.

Beta Beta Beta Junior Award The sum of \$10 is given to the junior Biology major who is an active member of Beta Beta Beta and who has shown outstanding proficiency in the biological sciences during five semesters of college work. The award is based on interest, attitude, character, and scholarship.

Beta Beta Beta Provisional Award The sum of \$10 is given to the Biology major who has become a provisional member of Beta Beta Beta during the year and who has shown outstanding proficiency in the biological sciences during three semesters of college work. This award is also based on interest, attitude, character, scholarship, and on the arrangement of a display.

88 *Prizes and Awards*

C. E. Bilheimer Award A sum of money is awarded to the senior major in Health and Physical Education with the highest academic average.

Chi Omega Social Science Award The sum of \$25 is given by Chi Omega to the junior or senior girl excelling in the social sciences. The award is sponsored by the national fraternity on every campus which has an active chapter.

The Class of 1909 Award The income from \$5,000, contributed by the Class of 1909 on the fiftieth anniversary of its graduation, is awarded to a sophomore Chemistry major and is to be applied to the expenses of his junior year. The conditions under which the award is given will be explained to each student majoring in Chemistry at the beginning of the sophomore year.

Delta Gamma Alumnae Association Award The sum of \$25 is given to the junior girl who has made the greatest contribution to the College.

Delta Phi Alpha Prize A valuable book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award Under the auspices of the family of Anthony di Palma (1956), a medal is presented to the junior having the highest marks in History. Other things being equal, preference is given to a member of the Sigma Chi fraternity.

The Malcolm R. Dougherty Mathematical Award The income from \$1,000, contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in Mathematics and working to earn part of his college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from \$8,600, contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

French Cultural Counselor's Award A medal presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Samuel Garver Greek Prize The income from \$500, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during his freshman year.

Samuel Garver Latin Prize The income from \$500, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during his freshman year.

Graeff English Prize The income from \$500, given by John E. Graeff (1843), is awarded to the senior writing the best English essay on an assigned subject.

John Alfred Hamme Award Two awards of \$50 each, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.



The Henry W. A. Hanson Scholarship Foundation Award The income from \$9,035 contributed by College Alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Hassler Latin Prize The income from \$500, contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Frank H. Kramer Award The sum of \$25 is given by Phi Delta Theta fraternity, in honor of the Professor of Education, Emeritus, to a senior for the excellence of his work in the Department of Education.

The Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from \$4,000 is given each year to a junior who has maintained high scholarship and evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

Lindback Foundation Freshman Award The sum of \$500 is awarded to the freshman with the highest academic average who returns to Gettysburg College for his sophomore year.

Lindback Foundation Sophomore Award The sum of \$500 is awarded to the sophomore with the highest academic average who returns to Gettysburg College for his junior year.

Lutheran Brotherhood Scholarship Awards Three awards of \$300 each, established by the Lutheran Brotherhood Life Insurance Society, are awarded to juniors who are Lutherans and who qualify by reason of religious leadership, academic ability, and other characteristics.

90 *Prizes and Awards*

Military Memorial Prize The income from \$500, contributed by alumni and friends of the College, is awarded on an equal basis to the two students, one in Military Science and one in Air Science, who have attained the highest standing in either the first or second year of the advanced course of the Reserve Officers' Training Corps.

Franklin Moore Award The income from \$6,500, contributed by the friends of Mr. Moore, is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from \$500, given by Dr. Frederick A. Muhlenberg (1836), is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

William F. Muhlenberg Award The income from \$850 is awarded to a junior on the bases of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from \$500, contributed by the Rev. Dr. J. C. Nicholas (1894), is awarded to the senior who has done the best work in advanced courses in Biblical Literature and Religion.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

William H. Patrick (1916) Award The sum of \$25 is awarded to the student who has demonstrated a distinct proficiency in public speaking, in both class and public appearances.

Pennsylvania Institute of Certified Public Accountants' Award A book is presented to the senior student in accounting who excels academically and who, by participation in campus activities, demonstrates qualities of leadership.

Phi Sigma Iota Prize Awards are given to the two members presenting the best papers to the fraternity.

Pi Delta Epsilon Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Psi Chi Award The sum of \$25 is awarded to the senior Psychology major who, in the opinion of the department, has best shown and is most likely to continue to show promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award The sum of \$15 is awarded to the sophomore or junior Psychology major who displays the greatest potential and initiative.

Martha Ellen Sachs Prize The income from \$1,000, contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English Composition, with consideration given to improvement made during the year.

Sceptical Chymists Prize To encourage the presentation of meritorious talks, the sum of \$10 is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sophomore Economics Award The sum of \$25 contributed by a student is awarded to a sophomore Economics major who qualifies on the basis of achievement, character, and ability.

Stine Chemistry Prize The income from \$1,000, contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior Chemistry major on the basis of his grades in Chemistry, laboratory technique, personality, general improvement in four years, and proficiency in Chemistry at the time of selection.

Dr. George W. Stoner Award The income from \$10,000 is awarded to a worthy male senior accepted by a recognized medical college.

Student Affairs Committee Award A citation is awarded to a student in recognition of the quiet influence he has exerted for the improvement of the campus community.

Weaver-Bittinger Classical Scholarship Award Part of the income from a fund established by Rufus M. Weaver (1907) is awarded to a student who maintains an above-average standing in Latin or Greek; German, French, Spanish, or Italian; and the sciences. This award is made under conditions specified by the donor.

Weaver Classical-Natural Science-Religion Scholarship Award The sum of \$200 from a fund established by Rufus M. Weaver (1907) is awarded to a male senior who has maintained an above-average standing in language, science, and religion courses. This award is made under conditions specified by the donor.

Rufus M. Weaver Mathematical Scholarship Award Part of the income from a fund established by Rufus M. Weaver (1907) is awarded to a male student majoring in Mathematics who has maintained an above-average standing in Mathematics, a science, a foreign language, and English. This award is made under conditions specified by the donor.

Samuel P. Weaver Scholarship Foundation Prizes Sums of \$50 and \$25, established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Charles R. Wolfe Memorial Award The sum of \$25 is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

Edwin and Leander M. Zimmerman Senior Prize The income from \$1,000 is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are not eligible for prizes and awards.



Courses of Instruction

COURSES NUMBERED in the 100's are planned primarily for freshmen, those in the 200's primarily for sophomores, and those in the 300's primarily for juniors and seniors. Courses in the 400's are elected normally by seniors and require individual study, research, and participation in seminars.

Odd-numbered courses are generally given in the first semester and even-numbered courses in the second semester. Term courses which are offered both semesters are identified in the course description. Year courses are indicated by an odd and an even number, joined together by a comma or a hyphen. Year courses in which successful completion of the first semester is a prerequisite for the second semester are indicated by a hyphen between the numbers (for example, 101-102). Students should ask the department concerned to determine whether credit will be given for the partial completion of a year course. Year courses in which the second semester may be taken without the first are indicated by a comma (for example, 101, 102).

Unless otherwise stated in the course description, the number of hours a course meets each week is the same as the number of hours credit per semester. For example, semester courses carrying three hours credit, and similarly year courses carrying six hours credit, normally meet three hours each week.

The Dean of the College issues an annual Announcement of Courses which lists the courses to be offered in the following year, and the time and place scheduled for each section. Students should consult this announcement when preparing their schedules.

The College reserves the right to withdraw any course for which there is insufficient enrollment.

General Education Courses

In view of the growing complexity of our civilization and our increasing awareness of individual responsibility, it has become apparent that premature specialization and the departmental isolation of students and teachers are no longer either ethically defensible or socially practicable. An education valid for our world must find its basis in an integrated understanding of man in his essential roles: living creature in the natural universe, inheritor of a rich and significant past, participant in human institutions, and discoverer and creator of patterns and values which give meaning to human existence. Similarly, the wise choice of a vocation and adequate training in its special techniques must be based upon an inclusive knowledge of the chief fields of human endeavor and some appreciation of the special potentialities and obligations of the various callings.

In an attempt to provide such foundations for its students, the College has established the following general courses, the first two of which are required of all candidates for the Bachelor of Arts degree.

101-102 INTRODUCTION TO CONTEMPORARY CIVILIZATION

Messrs. Baskerville, Bloom, Boenau, Brass, Coulter, Crapster, Dunkelberger, Freeman, Gillespie, Leh, Lindeman, Loose, May, Moore, Richardson, Schubart, and Sulouff.

A general education course introducing the student to the backgrounds of contemporary social problems through the major concepts, ideals, hopes, and motivations of Western culture since the Middle Ages. *Six hours credit*

201-202 LITERARY FOUNDATIONS OF WESTERN CULTURE

Mmes. Baskerville, Hartzell, McLennand, Pavlantos, and Taylor; Misses Lehnberger, Powers, and Stewart; Messrs. Baskerville, Flood, Hammann, Ingraham, Loose, Mason, Pickering, Schmidt, and Wolfinger.

A study of the major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents. The authors included range from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. Complete texts are read and discussed, and the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated man. *Six hours credit*

301, 302 WORLD LITERATURE SINCE 1830

Mr. Lindeman

Continues the study of major literary documents into the nineteenth and twentieth centuries. European, English, and American novels and dramas are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, Proust, Joyce,

Gide, Kafka, Mann, Faulkner, and Camus. Does not fulfill a distribution requirement. *Prerequisite:* General Education 201-202. *Six hours credit*

303 THE DEVELOPMENT OF THE SCIENCES OF MAN Mr. Darrah

The relation of the tradition of the biological sciences to the intellectual interests of contemporary man. Interpretation of the human environment, man himself considered objectively, and the human values intrinsic in science.

Three hours credit

305, 306 LITERATURE OF EAST ASIA Mr. Stemen

A study of East Asian Civilization through the literatures of China and Japan, from the age of Confucius to the twentieth century. Readings are selected from prose, poetry, and drama.

Six hours credit

Art

Professor Qually (Chairman)

Assistant Professor Annis

Instructor Ozegovic



The art curriculum is designed to function as an integral part of the liberal arts program of the College. Emphasis is placed on basic courses and the interweaving of theory and practice. In addition to their value as an extension of general education, these courses also form a foundation for graduate and professional study.

The professions most commonly entered by graduates in Art are college or high school teaching, positions as curators or directors of art museums, industrial design, commercial art, and careers as professional painters, sculptors, or printmakers.

An expanding collection of more than 12,000 color slides buttresses the

teaching of art history. A corresponding collection of opaque reproductions of painting, architecture, and sculpture is available to the students.

Field trips to art museums in Washington, Baltimore, and Philadelphia, as well as art exhibitions at the College, make possible the necessary contact with original works of art.

Requirements for a major include 36 semesters hours, 12 of which must be in art history. Students intending to major in Art should take two courses in the department during the freshman year: Drawing and Design. Progress toward a major will be critically examined by the department at the end of the sophomore year. In the senior year comprehensive examinations will include a review by the Art faculty of the major's studio work.

The department offers to the nonmajor a selection of studio and history courses which aim both at general appreciation and personal expression.

Any basic studio course, as well as courses in art history, may be selected to satisfy the College distribution requirement in Art.

HISTORY OF ART

203, 204 HISTORY OF PAINTING

Mr. Qually

A survey of painting from ancient to modern times in relation to the environment from which it grew. Comparative appraisal of the art of different periods, and analyses of the developing styles of major painters of each period. Historical knowledge is balanced by increasing the understanding of painting as an aesthetic unity and as expressive form.

Six hours credit

207 HISTORY OF ARCHITECTURE AND SCULPTURE TO 1750

Mr. Annis

An historical survey and critical analysis of the development of mass, volume, and space from ancient Egypt through the Baroque period in Europe, with major emphasis on architecture.

Three hours credit

208 HISTORY OF MODERN ARCHITECTURE

Mr. Annis

A study of the development and character of modern architecture and the contributions of Sullivan, Wright, Gropius and Corbusier toward creating new environments for contemporary society.

Three hours credit

210 HISTORY OF SCULPTURE

Mr. Annis

The evolution of sculptural forms from the major historical periods in Western art is examined in terms of man's changing image of man.

Three hours credit

212 HISTORY OF AMERICAN PAINTING

Mr. Ozegovic

The scope of this course is from colonial times to the present. Relates American to European painting when that relationship is important. Demonstrates the response of painters to the changing American scene, providing a visual identification with our past and insights into the American heart and mind. With this as background, major attention is given to painting of the twentieth century, with as much emphasis as possible on important advances made since World War II.

Three hours credit

217 HISTORY OF INDIAN ART

Mr. Annis

An historical survey of the iconographic and stylistic aspects of Buddhist, Hindu, Jain, and Islamic art in India with emphasis on sculpture and architecture.

Three hours credit

218 HISTORY OF CHINESE AND JAPANESE ART

Mr. Ozegovic

A survey of major periods of Chinese and Japanese art, taking into account the philosophical background motivating these periods and influencing the nature of the art forms.

Three hours credit

STUDIO COURSES

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize; and integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses in order to combine theory with practice.

The department has presses for etching and lithography as well as welding equipment and a foundry for sculpture.

The department reserves the right to keep selected student work permanently.

221, 222 BASIC DESIGN

Mr. Qually

An introductory course requiring no previous training. Designed to develop a capacity to think visually and provide a basic discipline to free and direct the creative imagination. Assigned problems involve a variety of media and elements of visual communication: line, value, form, space, texture, and color.

Six hours credit

225, 226 DRAWING

Mr. Annis

Employs a variety of media and progresses from the study of simple forms to still life, figure studies, and nature. Its objective is to transform the visual world into meaningful plastic form through the acute observation of nature. For beginning students.

Six hours credit

227, 228 PAINTING

Mr. Qually

Not restricted to any one medium, but work in oil and plastic media predominate, with experience in abstract problems, still life, figure studies, and landscape. Color theory, design structure, and historical reference are stressed in accompanying lectures. This beginning course is designed to increase the student's understanding of visual form as an aesthetic unity, as expression, and to develop his creative capacity. *Prerequisites for majors: Drawing and Design.*

Six hours credit

231, 232 PRINTMAKING

Mr. Ozeovic

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of etching, serigraphy, woodcut, and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisites for majors: Drawing and Design.*

Six hours credit

235, 236 SCULPTURE

Mr. Annis

The beginning student is acquainted with the problems of three dimensional form through the use of a variety of media and techniques. Emphasis on clay modeling and casting in both permanent and impermanent materials. Correlated lectures develop theories of mass, volume, and spatial organizations as expressed in past periods and contemporary art.

Six hours credit

301, 302 ADVANCED DRAWING

Mr. Annis

A continuation of Art 225, 226. Involves problems in composition and study of the figure. *Prerequisite: Art 225, 226.*

Six hours credit

303, 304 ADVANCED PAINTING

Mr. Qually

Encouragement given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisite: Art 227, 228.*

Six hours credit

307, 308 ADVANCED PRINTMAKING

Mr. Annis

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisite: Art 231, 232.*

Six hours credit

311, 312 ADVANCED SCULPTURE

Mr. Annis

Emphasis is placed on independent projects in various media: terra cotta, bronze and aluminum casting, welded metal sculpture, and carving in wood and stone. *Prerequisite: Art 235, 236.*

Six hours credit

401 INDEPENDENT STUDY

Staff

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest. Repeated second semester.

Hours and credit arranged

Biblical Literature and Religion

Professors Dunkelberger (Chairman)
and Freed
Assistant Professors Hammann, Loose,
C. A. Moore, Sulouff, and Trone
Instructor May



Essential to an understanding of man is a knowledge of his religious beliefs and institutions. In the West, the Hebrew-Christian tradition has been the predominant religious influence, leaving its imprint upon the events of three millenniums and exerting its impact today. Central to study of the Hebrew-Christian tradition is serious investigation of the Bible both as an historical document dealing with significant events and persons and as a document of faith illustrating the great affirmations of prophets, priests, apostles, and evangelists. Complementary to study of the Bible is investigation of the development which leads to present-day religious thought and action. Also, the contemporary world community in which we live demands an appreciation of religions that have been influential in other civilizations.

Minimum requirements for a major include 24 semester hours with a concentration either in Biblical Literature or Religion. It is recommended that all majors, depending on their area of interest, take courses in Greek, Latin, or German. Courses 101 and 102, or 103 and 104, required of all students, are prerequisite for all other courses in the department and may be counted toward either a major or a minor. (Courses 101, 104 or 103, 102 will fulfill the distribution requirement.) Courses 201, or 211, or 213, 214 are to be regarded as the usual prerequisites for the 300 courses. Students contemplating church vocations and pretheological students should consider at least a minor in this department.

101-102 HISTORY, LITERATURE, AND RELIGION OF OLD AND NEW TESTAMENT TIMES

Staff

In the first semester Hebrew history from the age of Abraham to about 200 B.C. along with religious and literary developments are studied. The history and

culture of Israel is related to that of surrounding nations. The second semester continues the study of Judaism as a background for early Christianity, with emphasis on the life and teachings of Jesus as presented in the Gospels. The spread of Christianity through the Roman World and the other New Testament writings are surveyed. Credit is not given for both 101-102 and 103, 104.

Six hours credit.

103, 104 HISTORY, LITERATURE, AND RELIGION OF OLD AND
NEW TESTAMENT TIMES

Messrs. Moore and Freed

These special sections consist of interested and able students who wish to study the content of Courses 101 and 102 in greater depth and breadth. Field trips, special reports, critical book reviews, panel discussions, and a term paper supplement the lectures. For admission to these sections the student must pass a qualifying examination. Credit is not given for both 101-102 and 103, 104.

Six hours credit

201 RELIGIOUS IDEAS OF THE BIBLE

Messrs. Freed and Sulouff

A critical and systematic study of major religious ideas of the Bible such as God, man, law, justice, covenant, faith, sin, repentance, salvation, and resurrection in their historical contexts. Students will make the primary investigations, and their findings will be discussed in class.

Three hours credit

211 INTRODUCTION TO CHRISTIAN THOUGHT

Messrs. Dunkelberger, Hammann, and Loose

A consideration of major and recurrent terms, doctrines, and systems of Christian thought, especially as these are exhibited in the creedal statements of the churches and in the works of major theologians through the eighteenth century.

Three hours credit

213 CHURCH HISTORY: TO THE FIFTEENTH CENTURY

Mr. Trone

An historical study of all groups who claimed the name "Christian" from the post-Biblical period to the fifteenth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents.

Three hours credit

214 CHURCH HISTORY: FIFTEENTH TO TWENTIETH CENTURY

Mr. Dunkelberger

The study of the pluralistic development of Christianity from the formulative stage of the sixteenth century Reformation through the scholastic, pietistic, enlightenment, evangelical, and nineteenth century liberal periods.

Three hours credit

215, 216 RELIGIONS OF THE WORLD

Messrs. Dunkelberger and Hammann

A survey of the history, sacred literature, ideas, and practices of the religions of the world apart from the Hebrew-Christian tradition. The formation of archaic

religions and the origins and developments of major living religions such as Hinduism, Buddhism, and Islam will be given special attention. Where possible, original sources in translation will be used to gain an understanding of religious systems that is both critical and appreciative. *Six hours credit*

301 THE HEBREW PROPHETS

Mr. Moore

An examination of the prophets and their times, with a view to discovering the abiding principles contained in their messages. An effort is made to relate these principles to some perennial problems. *Three hours credit*

303 WISDOM LITERATURE

Mr. Moore

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the Wisdom Literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. *Three hours credit*

305 THE LIFE AND TEACHINGS OF JESUS

Mr. Freed

A critical survey in depth of the life and teachings of Jesus as presented in the gospels of Matthew, Mark, and Luke. Among others, the problems of historicity and mythology in the gospels are dealt with in an effort to learn about the life and way of Jesus. *Three hours credit*

306 THE GOSPEL OF JOHN

Mr. Freed

Chief emphasis is given to the thought and content of the Gospel itself. An effort is made to discover some of the various forms of its thought background, especially that of the Old Testament. Some study of the Gospel in its relationship to the synoptic Gospels and to the First Epistle of John. *Three hours credit*

311 CONTEMPORARY RELIGIOUS THOUGHT IN THE WEST

Messrs. Dunkelberger and Hammann

A critical study of primary theological literature of nineteenth and twentieth century Europe and America. An effort will be made to show contrasts and continuity of themes and constitutive ideas in representative works. *Three hours credit*

312 THEOLOGY AND LITERATURE

Mr. Loose

A critical reading of representative theological systems to bring into focus the dominant religious ideas influencing Western culture since 1800. Literary works are subjected to analysis and theological interpretation to determine the form and content given to those ideas by men of letters. *Three hours credit*

314 JUDAISM FROM 200 B.C. TO A.D. 200

Mr. Freed

Its history, institutions, groups, and teachings. Jewish literature of the period, including that of the Qumran community, is studied as the basic source of information for this period and as a primary background for study of the New Testament. *Three hours credit*

401 INDEPENDENT STUDY

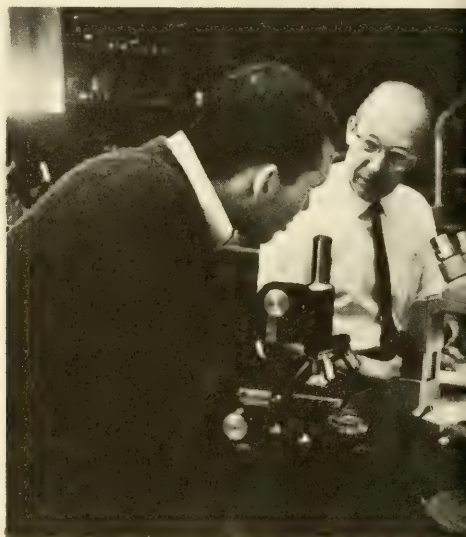
Staff

With the consent of the department, a student may do reading and research under direction of a member of the staff. Repeated second semester.

Three hours credit

Biology

Professors Barnes (Chairman)
and W. C. Darrah
Associate Professor Beach
Assistant Professor Logan
Instructors H. H. Darrah, Hendrix,
and Winkelmann
Assistants



The courses in this department are designed to provide broad understanding of the basic principles of general and comparative Biology, classical, experimental and molecular. Emphasis is placed on the following features: the cultural values of biological science; the correlation of Biology with Sociology, Psychology, Anthropology, and Paleontology, and the integration of Biology with other areas of human knowledge and experience; biological principles in relation to human life; and fundamental training for students who plan to enter graduate schools for advanced training in biology, medicine, dentistry, nursing, forestry, laboratory technology, or other professional biological fields.

Requirements for a major include a minimum of 8 semester courses approved by the department. Students who prove their ability to do work of a high caliber are encouraged to work independently with problems in biology during their senior year.

A student in Biology who expects to do graduate work in biology or medicine is expected to complete such courses in Biology, Physics, Chemistry,

Mathematics, English, and foreign languages as will satisfy the department and meet the requirements of the school of his choice.

101-102 GENERAL BIOLOGY

Staff

Basic principles of structure and function in plants and animals, including man. Credit is not given for both this course and Biology 103 and 104. Three class hours and three laboratory hours. *Eight hours credit*

103 GENERAL BOTANY

Mr. Darrah

An introduction to the biology of plants: the molecular basis of nutrition, growth and form; development of the plant body; the major groups of plant organisms and their interpretation. Three class hours and three laboratory hours.

Four hours credit

104 GENERAL ZOOLOGY

Mr. Barnes

An introduction to the biology of animals: the basic principles of structure and function; the molecular basis of metabolic processes and the principles of inheritance; illustrated by the major groups of animal organisms. *Four hours credit*

201 COMPARATIVE ANATOMY OF VERTEBRATES

Mr. Winkelmann

Detailed examination of the origins, structure, and functions of the principal organs of typical fishes, amphibians, reptiles, birds, and mammals. Special attention is given to the progressive modification of organs from lower to higher vertebrates. *Prerequisite:* Biology 101-102 or 103 and 104. Two or three class hours and three to six laboratory hours. Repeated second semester *Four hours credit*

203 VERTEBRATE ZOOLOGY

Mr. Winkelmann

The classification, evolution and natural history of vertebrates, including a survey of the taxonomy and behavior of the local vertebrate fauna. *Prerequisite:* Biology 201 or the consent of the instructor. Class hours, laboratory, and field work. *Four hours credit*

204 MAMMALIAN ZOOLOGY

Detailed structure of a typical mammal and an introduction to human anatomy and physiology. *Prerequisite:* Biology 201. Three class hours and three laboratory hours. *Four hours credit*

207 MICROTECHNIQUE

Mrs. Darrah

Theory and use of the microscope and other types of optical instruments; handling of microscopic objects; techniques of preparing materials for microscopic investigations. *Prerequisite:* Biology 101-102 or 103 and 104. Two or three class hours and three to six laboratory hours. Repeated second semester.

Four hours credit

210 INTRODUCTION TO PALEONTOLOGY

Mr. Darrah

The geologic history of plant and animal groups and their relations to existing organisms. Fossils and their interpretation. Laboratory methods for preparation of fossils for investigation. *Prerequisite:* Biology 101-102 or 103 and 104.

Three hours credit

215 BOTANY: THE LOWER PLANTS

Mr. Darrah

The algae, fungi, and bryophytes: physiology, comparative morphology, and ecology. Experimental methods for manipulating and observing these organisms. Field work to study natural associations of the low plants. *Prerequisite:* Biology 101-102 or 103. Three class hours and three laboratory hours.

Four hours credit

216 BOTANY: THE VASCULAR PLANTS

Mr. Darrah

The tracheophytes: comparative anatomy, morphogenesis and histology of the vascular body. Introduction to plant taxonomy. Field work in floristics. *Prerequisite:* Biology 101-102 or 103. Three class hours and three laboratory hours.

Four hours credit

303 PRINCIPLES OF GENETICS

Mr. Beach

The fundamental principles of heredity as observed in common plants and animals, including man, and the relationships between heredity and development, physiology, and evolution. *Prerequisite:* Biology 101-102 or 103 or 104. Three class hours and three laboratory hours.

Four hours credit

306 PRINCIPLES OF ECOLOGY

Mr. Beach

The study of the principles of systematics and ecology of plants and animals with particular emphasis on the application of these principles to field biology. *Prerequisite:* Biology 101-102 or 103 and 104. Three class hours and three laboratory hours.

Four hours credit

313 COMPARATIVE HISTOLOGY

The microscopic structure, origin, and functions of individual cells, fundamental tissues, and principal organs of the animal body. *Prerequisite:* Biology 201. Three class hours and three laboratory hours.

Four hours credit

321 EMBRYOLOGY

Mr. Barnes

The descriptive and experimental aspects of animal development. Vertebrates are emphasized in the study of the formation of the various organ systems. *Prerequisite:* Biology 201. Two or three class hours and two two-hour laboratory periods.

Four hours credit

323 PARASITOLOGY

An introduction to the general principles of parasitism with emphasis upon the evolution, taxonomy, morphology, and physiology of animal parasites. *Prerequisite:* Biology 101-102 or 104. Three class hours and three laboratory hours.

Four hours credit

326 INVERTEBRATE ZOOLOGY

Mr. Barnes

The anatomy, physiology, embryology, and natural history of the major groups of invertebrates and a consideration of the principles of invertebrate phylogeny.

Prerequisite: Biology 101-102 or 104. Three class hours and three laboratory hours.

Four hours credit

330 GENERAL MICROBIOLOGY

Mr. Hendrix

The nature and importance of microorganisms, including yeasts, molds, bacteria, and pathogenic protozoa. *Prerequisite:* Biology 101-102 or 103 and 104.

Three class hours and three laboratory hours.

Four hours credit

337 GENERAL PHYSIOLOGY

Miss Logan

A study of the functions of animal organ systems, considering aspects of both vertebrate and invertebrate physiology. *Prerequisite:* Biology 201. One year of chemistry strongly recommended. Three class hours and three laboratory hours.

Four hours credit

338 CELLULAR PHYSIOLOGY

Miss Logan

Cellular physiology: the mechanics and dynamics of the living cell. *Prerequisites:* Biology 101-102 or 103 and 104 and Chemistry 101-102 or 111-112.

Four hours credit

401 BIOLOGICAL SEMINAR

Staff

Selected topics in biology; the use of scientific bibliographic and reference tools. Preparation of a term paper based upon data primarily in current journals. Discussions in groups of less than ten members. Advised for senior majors.

Two hours credit

405, 406 PROBLEMS IN BIOLOGY

Staff

An introduction to special techniques and methods in biological investigation. Offered to junior and senior Biology majors with the approval of the department. Hours and credit arranged. *Maximum credit of four hours each semester*

Chemistry

Professors Schildknecht (Chairman),
Sloat, and Weiland
Associate Professor Rowland
Assistant Professor Blake
Instructor Farley
Assistants



The curriculum of the department aims to provide an understanding of the basic principles and theories of chemistry and of methods of chemical investigation. Lectures, discussions, qualitative and quantitative experiments, assigned library topics, seminars, and research problems are designed to emphasize the methods and reasoning processes of chemistry rather than the accumulation of facts. Recent developments in theoretical and experimental chemistry receive attention.

The basic requirements for a major are 32 semester hours and include Chemistry 111-112, 203-204, 305-306, and 317, 318. In the senior year majors preparing for graduate school or chemical research may elect Chemistry 353, 354, 364, and 373, and may engage in independent study (Chemistry 401). Physics 111-112 is taken by all majors, preferably in the sophomore year. Majors should fulfill their language requirements in German, with French and Russian as possible alternatives.

The curriculum of the department is approved by the American Chemical Society. Laboratory and library facilities are provided for independent study and research. In the junior and senior years term papers and seminars help students acquire facility in speaking, writing, and the use of chemical literature. Qualified juniors and seniors have opportunities for experience as laboratory instructors and research assistants. The de-

partment sponsors a program of lectures by invited speakers from universities, medical schools, and chemical industries.

Many graduating majors enter graduate schools of chemistry and biochemistry, medical and dental schools, or go directly into industrial or government research. Others enter high school teaching, medical technology, scientific library work, or the chemical industry.

101-102 GENERAL CHEMISTRY

Messrs. Sloat, Farley,
Schildknecht, and Assistants

The occurrence, properties, uses, and methods of preparation of the more common elements and their compounds, and theoretical principles involved. Special emphasis is placed upon the scientific method of reasoning and the application of chemical principles through the solving of problems. Designed for beginners and liberal arts students. Emphasis is placed upon applications of chemistry to modern living and the role it has played in the development of contemporary civilization. Credit is not given for both 101-102 and 111-112. Two lectures, one recitation, and three laboratory hours.

Eight hours credit

111-112 FUNDAMENTALS OF CHEMISTRY

Messrs. Rowland, Blake,
Farley, Weiland, and Assistants

Modern theories of atomic structure are used as the basis for developing an intimate knowledge of fundamental laws governing chemical combinations. As a course designed primarily for science majors, much emphasis is placed upon the solution of problems as a means of best understanding those principles which underlie all important branches of chemistry. Qualitative analysis comprises the second semester of laboratory work. An adequate secondary school course in chemistry is recommended for those contemplating Chemistry 111-112. Three lectures and three laboratory hours.

Eight hours credit

203-204 ORGANIC CHEMISTRY

Mr. Schildknecht

A systematic study of the compounds of the aliphatic, alicyclic, and aromatic series, with special emphasis upon relationships and synthesis of the more important compounds together with the study of their properties and applications. Theories of reactivity and reaction mechanisms are discussed. Special topics include stereochemistry is recommended for those contemplating Chemistry 111-112. Credit is not given for both 101-102 and 111-112. Three lectures and three laboratory hours.

Eight hours credit

305-306 PHYSICAL CHEMISTRY

Mr. Blake

Classical chemical thermodynamics and its application to the energetics of physical and chemical processes in solids, liquids, and gases; chemical, phase, and ionic equilibria; properties of solutions; electrical properties of matter. Chemical kinetics and the study of rates and mechanisms of chemical reactions. Laboratory application of some of these chemical principles to problems of theoretical,

medical, and industrial interest. *Prerequisites:* Chemistry 111-112, Physics 111-112, and Mathematics 205-206. Three lectures and three laboratory hours.

Eight hours credit

317, 318 ANALYTICAL CHEMISTRY

Mr. Weiland

Basic chemical principles are applied to contemporary analytical techniques. Instrumental methods studied in the second semester include potentiometry, polarography, amperometry, spectrophotometry, and radiochemistry. *Prerequisite:* Chemistry 111-112. Two lectures and six laboratory hours. *Eight hours credit*

321, 322 TEACHER'S COURSE

Mr. Sloat

Designed to acquaint the student with the practical aspects of class and laboratory teaching. Strongly recommended for prospective teachers and graduate students. One lecture and three laboratory hours. *Four hours credit*

353 ADVANCED ORGANIC CHEMISTRY

Mr. Rowland

Topics covered include the orbital theory as applied to organic compounds, stereochemistry, the mechanisms of organic reactions, and an introduction to chemical kinetics. The structures of compounds are determined in the laboratory by qualitative organic analysis and instrumental methods, and by comparison with authentic samples prepared by syntheses. *Prerequisite:* Chemistry 203-204. Two lectures and six laboratory hours. *Four hours credit*

354 ADVANCED ORGANIC CHEMISTRY

Mr. Rowland

A comprehensive study of the conformational analysis of organic compounds, the chemistry of steroids and other natural products, important organic reactions, and additional special subjects. A seminar is given by each student on a topic of current interest in organic chemistry. *Prerequisite:* Chemistry 353. Three lectures. *Three hours credit*

364 ADVANCED PHYSICAL CHEMISTRY

Selected topics in physical chemistry such as elementary quantum theory, atomic and molecular structure, spectroscopy, elementary statistical mechanics, properties of macromolecules, solid state chemistry, theory of rate processes, adsorption, catalysis, nuclear chemistry and radiochemistry. *Prerequisite:* Chemistry 305-306. Three lectures. *Three hours credit*

373 ADVANCED INORGANIC CHEMISTRY

Principles of physical chemistry are applied to a study of inorganic substances. Among the topics discussed are structure, stereochemistry, coordination compounds and reaction mechanisms. *Prerequisites:* Chemistry 305-306. *Three hours credit*

401 INDEPENDENT STUDIES

Staff

Honors work, research, laboratory and literature studies, especially in the fields of analytical chemistry, biochemistry, organic synthesis, physical chemistry, polymerization and steroid chemistry. With department permission. Laboratory work and conferences. Repeated second semester. *One to three hours credit*



Classics

Professor Glenn (Chairman)
Associate Professor Pavlantos
Assistant Professor C. R. Held

The main objectives of the department are to assist those seeking a reasonable mastery of the English language and literature by helping them to lay a broad and deep foundation; to give an intimate familiarity with certain Latin and Greek authors whose masterpieces have exercised a continuous influence on human thought for more than twenty centuries; to give the student such a knowledge of metrics and literary forms as will enable him to understand the artistry as well as the content of these masterpieces; to afford those who expect to devote themselves to the various forms of writing an opportunity to perfect their powers of thought and expression by exercises in translation; to introduce those who are seeking a liberal culture to a knowledge of Roman and Greek life, religion, philosophy, art, law, and political institutions, that they may better understand the sources from which our own civilization has sprung; to help the prospective students of law, the sciences, and theology to understand the terminology of their future professions; to give adequate preparation for graduate study in Classics and in related fields, such as archaeology, theology, comparative literature, and linguistics; and to equip those who wish to teach Latin or Greek.

Requirements for a major in Latin include Latin 203, 204, 301-302, 312, 315, 324, 325, 326, and two courses from 305, 321, 322, 331, and 401. Requirements for a major in Greek include 24 hours above the 101-102 course. Students planning to do graduate work in Classics minor in the classical language not their major.

Latin 201, 202, 203, 204, and Greek 201-202 may be used to meet

the foreign language requirement above the 101-102 course. Latin 203, 204, 305, 321, 322, 324, 325, 326, 331, and 401, and Greek 321, 322, 325, 326, 329, 330, 333, 334, and 401 may be used in fulfilling the College literature requirement.

LATIN

201, 202 VERGIL

Mr. Glenn and Mrs. Pavlantos

Selections from the *Aeneid*. *Prerequisite*: two years of secondary school Latin.
Six hours credit

203 ROMAN PROSE AND POETRY

Mr. Glenn

Selections from Livy, Catullus, and other authors. *Prerequisite*: four years of secondary school Latin or Latin 201-202.
Three hours credit

204 HORACE

Mr. Glenn

Selections from the *Odes*, *Epodes*, and *Satires*.
Three hours credit

301-302 LATIN PROSE COMPOSITION

Mr. Glenn

Two hours credit

305 OVID

Mr. C. R. Held

Selections from the *Metamorphoses*.
Three hours credit

312 LATIN LITERATURE IN ENGLISH

Mrs. Pavlantos

An historical and critical survey of Roman literature with a more intensive study of selected works. Attention is given to the relation of Roman literature to other literatures. A knowledge of Latin is not required.
Three hours credit

315 ROMAN HISTORY AND CIVILIZATION

Mrs. Pavlantos

The history of the Republic and Empire, supplemented by a brief study of various topics, such as Roman art, science, religion, political institutions, and private life, and their influence on modern life. A knowledge of Latin is not a requirement.
Three hours credit

321 ROMAN COMEDY

Mr. C. R. Held

Selections from Plautus and Terence. Survey of the Roman theater; origin and development of Roman drama.
Three hours credit

322 CICERO

Mr. C. R. Held

Life and literature in Cicero's time.
Three hours credit

323 ROMAN LAW

Mr. Glenn

Development and content of Roman private law. A knowledge of Latin is not required. Alternates with Latin 325.
Two hours credit

324 ROMAN PHILOSOPHY

Mr. Glenn

Lucretius, *On the Nature of Things*. Alternates with Latin 326.

Two hours credit

325 MEDIEVAL LATIN

Mr. Glenn

Selections representing history, anecdote, epistle, drama, essay, dialogue, novel, and epic lyric, pastoral, didactic, and satiric verse, and introducing the literature written in the universal language of the ecclesiastical and learned European world, ranging from the fifth to the seventeenth centuries. Alternates with Latin 323.

Two hours credit

326 ROMAN ELEGY

Mr. Glenn

Selections from Catullus, Tibullus, Propertius, and Ovid. Seminar methods, with practice in original research. Alternates with Latin 324.

Two hours credit

331 ST. AUGUSTINE

Mr. C. R. Held

Selections from the first nine books of the *Confessions*. An introduction to the life and thought of the greatest of the Latin Church fathers.

Three hours credit

401 INDEPENDENT STUDY

Designed for advanced majors.

Hours and credit arranged

GREEK

101-102 ELEMENTARY GREEK

Mr. C. R. Held

An introduction to the reading of ancient Greek. Attention is paid to the history of the language, the relationship between the language and the general culture of the Greeks, and the influence of Greek upon the vocabulary of English and other European languages.

Six hours credit

201-202 INTERMEDIATE GREEK

Mrs. Pavlantos

Designed to increase the student's skill in reading and interpreting texts. Selections from Xenophon and Homer are read, and a systematic review of the syntax of Greek is conducted through the use of simple exercises in prose composition. *Prerequisite*: Greek 101-102.

Six hours credit

311 GREEK LITERATURE IN ENGLISH

Selected masterpieces of ancient Greek literature are studied in English translations. Lectures, reports, and informal discussions, with special emphasis upon literary and historical backgrounds of the individual works studied. No historical survey of Greek literature in its entirety is attempted. Knowledge of the Greek language is not required.

Three hours credit

316 GREEK HISTORY

A survey of Hellenic civilization from earliest times to the Hellenistic age, with special emphasis upon the sources. The course is presented through lectures, reports, discussions, and extensive use of audio-visual materials. Knowledge of Greek is not required. *Three hours credit*

321 HERODOTUS

Mr. C. R. Held

Extensive reading of the Greek text is accompanied by lectures and reports on historical and cultural backgrounds. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

322 HOMER

Mr. C. R. Held

The *Iliad* or the *Odyssey* is read in the original Greek, with lectures and reports on the cultural backgrounds and the interpretation of Homeric literature. Some attention is given to the language and prosody of Homer. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

325 PLATO

Mr. C. R. Held

The *Apology* and the *Crito*, with selections from other dialogues chosen primarily to give a coherent picture of Socrates. Lectures, reports, and readings in English introduce the student to a more comprehensive view of Plato's thought. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

326 NEW TESTAMENT

Mr. Held

Selections from the New Testament and other Hellenistic writings are studied, both for their language and for their content. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

329 GREEK COMEDY

Mr. Held

Selected plays in the original Greek and collateral readings in English. Includes lectures and reports on the nature of comedy in general and on the historical and cultural background of individual plays. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

330 GREEK LYRIC POETRY

A study of the remnants of classical Greek poetry, with the exclusion of epic and drama. The artistic qualities of the poetry, the dialects in which it is written, its music and rhythms, and its incidental use as source material for the study of ancient Greek civilization. *Prerequisites:* Greek 101-102 and 201-202. *Three hours credit*

333 GREEK TRAGEDY

Mr. C. R. Held

Selected plays are read with lectures, reports, and discussions of their literary, religious, and philosophical background. Attention is given also to the stage

antiquities and the circumstances surrounding production of Greek plays. *Pre-requisites:* Greek 101-102 and 201-202. *Three hours credit*

334 GREEK ORATORY

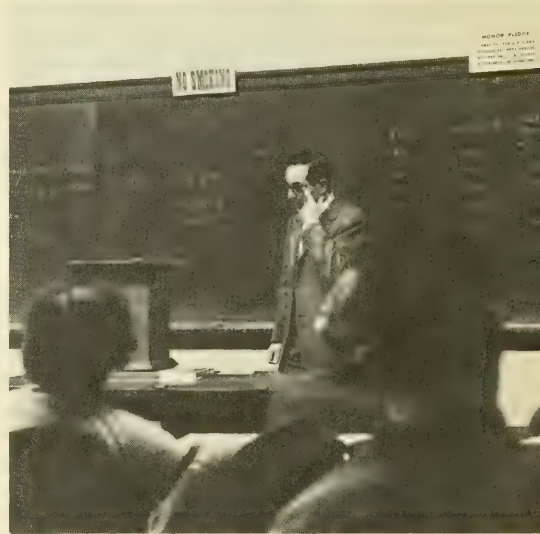
Selected orations in Greek and the *Rhetoric* of Aristotle in English translation. Lectures and reports deal with the style and structure of the speeches and with their relation to the historical occasions for which they were composed. *Pre-requisites:* Greek 101-102 and 201-202. *Three hours credit*

401 INDEPENDENT STUDY

Advanced students are encouraged to initiate and carry out individual projects involving some elements of original research under the guidance of the department. *Hours and credit arranged*

Economics and Business Administration

Professors W. F. Railing (Chairman) and Stokes
Associate Professors Baird, Williams, and Zagars
Assistant Professors Gemmill and Hill
Instructor Sylvester
Lecturer J. M. Railing
Assistants



The courses offered by the department are designed to acquaint the student with the functioning of economic systems, with the means by which human wants are satisfied from the scarce resources at the disposal of a society. Economics is the social science which is concerned with the study of the operation of various types of economic systems but, in most of the courses offered by the department, primary emphasis is placed on the functioning of the American economic system. Business Administration is the study of the language, functions, techniques, and creative opportunities involved in the control and operation of the firm. A student may select

either Economics or Business Administration as his major field. The department offers theoretical and applied courses which meet the needs of students who intend to enter graduate or professional schools, or who plan a career in business or government. Fundamentals rather than techniques are stressed. Majors in the department normally minor in one of the following fields: Mathematics, Political Science, Psychology, Philosophy, Sociology and Anthropology, or History.

A student who is majoring in Economics is required to take the following: Economics 153-154, 201-202, 303, 309, 311, 324, 333, 341-342, 361, and 366. The requirements for a major in Business Administration are as follows: Economics 153-154, 201-202, 309, 311, 341-342, 361, 363, 365, 366, and 367. In addition, majors in Economics and majors in Business Administration are required to have at least one year of college Mathematics or its equivalent. In order to qualify for Departmental Honors, seniors must take Economics 401.

Economics 201-202 is required for a minor in the department, and is a prerequisite for all the other courses except Economics 153-154, 205, 341-342, 363, 365, and 366. Upon application by a student, the prerequisites for a course may be waived by the instructor.

The College requirement in Social Science may be satisfied by Economics 201-202 or Economics 203.

153-154 ELEMENTARY ACCOUNTING

Messrs. Baird and Sylvester

An introduction to principles of accounting and procedures of double entry bookkeeping as applied in accounting for single proprietorships, partnerships, and corporations. The preparation and analysis of financial statements with attention directed to managerial use of accounting data. Three class hours and two laboratory hours.

Six hours credit

201-202 PRINCIPLES OF ECONOMICS

Messrs. Railing, Williams, and Zagars

Aims to give the student a basic understanding of the operation of our economic system. Deals with topics of neoclassical and post-Keynesian economics: private enterprise, national income, employment and growth, money and banking, monetary and fiscal policy, the price system, distribution of income, and international economics. Enables students to analyze economic problems and reach well-considered judgments on public policy issues.

Six hours credit

203 PRINCIPLES OF ECONOMICS

Mr. Railing

This course is a survey of the existing and changing economic order. The determination and control of the level of economic activity is considered, along with a brief study of the factors affecting the production, exchange, and distribution

of wealth. It is designed to meet the requirements in Economics for those who wish to be certified to teach social studies in the public schools of Pennsylvania. This course is not acceptable in partial fulfillment of the major or minor requirements of the department. Repeated second semester. *Three hours credit*

205 CULTURAL AND SOCIAL GEOGRAPHY Mr. Hill

A systematic and regional study of the world's physical environment, with special emphasis on the effect of the distribution and development of natural resources on cultural, social, and political institutions. Designed for those who wish to be certified to teach in public schools. Repeated second semester. *Three hours credit*

253-254 INTERMEDIATE ACCOUNTING Mr. Baird

A continued and more intensive study of principles and theories prevalent in accounting and consideration given to alternative methods of recording and presenting accounting data. Attention is directed toward acquainting the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisite: Economics 153-154. Six hours credit*

301 LABOR ECONOMICS Mr. Zagars

A study of the structure and activities of labor organizations. An analysis of labor and management relations from the viewpoint of the employee, the employer, and the public. *Three hours credit*

302 THE ECONOMICS OF TRANSPORTATION

Deals with the various modes of transportation, their development, characteristics, operations, problems, and regulation. Attention is given rapid developments which have occurred in the fields of highway and air transport, and coordination of the different types of transport. *Three hours credit*

303 MONEY AND BANKING Mr. Railing

Undertakes to explain the role of money and financial institutions in determination and fluctuation of price and income levels. Among the topics presented are the nature and the functions of money and credit, credit instruments, monetary standard, classes and functions of commercial banks and their operations, the structure and operation of the Federal Reserve System, theories of the value of money, credit control, and monetary policy. Repeated second semester. *Three hours credit*

305 PUBLIC FINANCE Mr. Railing

Provides a knowledge of American fiscal institutions. Deals with the numerous types of taxes employed by various levels of governments to finance their activities, the effects of these taxes, the budget, fiscal policy, and management of the public debt. *Three hours credit*

306 INTERNATIONAL ECONOMICS

Mr. Zagars

A study of the basic theory and major institutions of international economic relations: international trade and finance, barriers to trade and trade agreements, foreign investment, and foreign economic policies.

Three hours credit

309 MACROECONOMIC THEORY

Mr. Railing

The theory of the determination of the aggregate level of economic activity in a free enterprise system, the methods by which a high level of employment and income may be maintained, and related aspects of economic policy are studied. There is also a brief consideration of social accounting, with special emphasis on the National Income Accounts of the Department of Commerce. Repeated second semester.

Three hours credit

311 MICROECONOMIC THEORY

Mr. Hill

Includes the theory of consumer demand and the theory of price and output under market conditions of pure competition, monopolistic competition, monopoly, and oligopoly. Factor price determination is also considered with respect to wages, interest, rent, and profits. Repeated second semester.

Three hours credit

324 COMPARATIVE ECONOMIC SYSTEMS

Mr. Zagars

A comparative analysis of the philosophical, political, and economic principles and tenets of centrally directed economies as opposed to exchange economies. Primary attention is given to factors explaining the evolution and present structure of economic institutions in societies of the Soviet type in relation to the economies of the United States and Western Europe.

Three hours credit

331 ECONOMIC PROBLEMS AND ANALYSIS

Mr. Williams

An analysis of current economic problems, based on selected readings which are designed to exemplify the divergent opinion possible on important and controversial issues of an economic or governmental nature. Being interdisciplinary in its approach, this study utilizes the language and principles of political economy in a descriptive and analytical approach to economic problems. Designed to encourage individual thinking and a sounder understanding of problems of economics and citizenship.

Three hours credit

333 HISTORY OF ECONOMIC THOUGHT AND ANALYSIS

Mr. Zagars

An historical study and analysis of economic ideas, institutions, and policies in relation to major forms of social, political, and economic organizations since antiquity.

Three hours credit

336 ECONOMIC DEVELOPMENT

Mr. Zagars

An examination of the economic and noneconomic factors accounting for the economic growth of Western and non-Western nations and underdeveloped areas. The nature of economic development, the problems encountered in initiating the process of economic growth, the significance of demographic forces in the

growth process, the role of government in promoting vigorous and steady development, the influence of social, political and geographic factors on capital formation and technological advancement are reviewed. Various theories of economic growth are considered. Major policy issues associated with foreign economic aid are discussed. *Three hours credit*

341-342 ECONOMIC AND BUSINESS STATISTICS Mr. Hill

The application of statistical techniques and analysis to quantitative measurements in economics and business. The first semester includes measures of central tendency, dispersion, skewness, kurtosis, the normal curve, probability, Chi square test for goodness of fit, sampling, inference theory, and the application of statistical techniques in decision making. The second semester includes regression analysis, linear-and curvi-linear correlation, rank correlation, index number construction and applications, time series analysis, and an introduction to variance analysis. *Prerequisite:* One year of college mathematics or its equivalent. *Six hours credit*

353-354 COST ACCOUNTING Mr. Baird

A study of the fundamental concepts of accounting for production costs of companies engaged in manufacturing, with practice work in job order, process and standard costs. During the second semester, emphasis is placed on managerial control and use of cost accounting data. *Prerequisite:* Economics 153-154. *Six hours credit*

355 AUDITING Mr. Baird

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is assimilated through completion of a practice set. *Prerequisite:* Economics 153-154. *Three hours credit*

356 FEDERAL TAXES Mr. Baird

A study of federal taxes with emphasis on the accounting and managerial implications of the law. Preparation of returns and introduction to some of the aspects of researching tax problems are included. *Prerequisite:* Economics 153-154. *Three hours credit*

361 MARKETING PRINCIPLES AND PRACTICES Mr. Sylvester

An analysis of the performance of business activities which direct the flow of goods and services from producer to consumer. Emphasis is on the managerial approach to the evaluation, control, and selection of variable components of the marketing program. Repeated second semester. *Three hours credit*

363 BUSINESS LAW Mrs. Railing

An introduction to the field of law with special emphasis on the nature of the sources of law, legal remedies, and the courts. Contracts and negotiable instruments are among the areas covered. Repeated second semester. *Three hours credit*

365 INDUSTRIAL RELATIONS

Mr. Williams

Scientific manpower management, or personnel principles and policies. Describes the nature of management commitment and introduces the techniques and areas of responsibility that contribute to a sound personnel program. The social and economic background is introduced and considerable material concerning the union movement and its managerial implications in the collective bargaining arrangement is viewed. Additional time is spent on the essential concerns of the individual student as he seeks a job, what characteristics will aid or diminish his career prospects, and what to expect as he works on the job.

Three hours credit

366 BUSINESS MANAGEMENT

Mr. Williams

Introduces the language of scientific management: its historical background, changing social responsibilities, and major functional areas of internal and external activities of the concern. Organization, financing, research, and development, as well as managerial and budgetary techniques, are introduced. Specialized language and techniques in business management are presented, as well as the means used to achieve communication, facilitation, and coordination within the enterprise. Some additional emphasis on management theory and executive decision making is undertaken.

Three hours credit

367 CORPORATION FINANCE

Mr. Sylvester

Deals with raising and administering of funds used in the modern corporation: corporate organization, stocks and bonds, principles of long-term finance, management of working capital and income, security exchanges, corporate expansion, and failure and reorganization.

Three hours credit

370 INVESTMENTS

Mr. Sylvester

Examines basic economic factors bearing upon informed investment decisions, utilizing security and market analysis. The analysis deals with the effect of general economic influences upon specific investment situations in business, institutional, and governmental securities. *Prerequisite:* Economics 367.

Three hours credit

401 SENIOR SEMINAR

Mr. Railing

Open to majors with the consent of the department. Research papers on contemporary economic problems are prepared and discussed. Repeated second semester.

Three hours credit



Education

Professor Rosenberger (Chairman)
Associate Professor Johnson
Assistant Professors Fellenbaum and
J. T. Held
Instructors Merryman and Slaybaugh

The Education Department works cooperatively with all other departments in preparation of the prospective teacher. Each student may major in a field of his choice and, beginning in the sophomore year, pursue courses in Education. A maximum of 18 hours credit in Education may be counted toward the Bachelor of Arts degree.

The primary purposes of professional training are to give the student a thorough background in educational philosophy and theoretical concepts pertaining to the art of instruction, a thorough understanding of educational problems, and actual participation in activities of the classroom through student teaching.

301 EDUCATIONAL PSYCHOLOGY

Staff

The development of the individual and psychological principles of learning are extensively investigated. An introduction to evaluating and reporting pupil progress. *Prerequisite:* Psychology 201. Repeated second semester.

Three hours credit

305 EDUCATIONAL PURPOSES AND METHODS

Mr. J. T. Held

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. Includes unit on reading. *Prerequisite:* Psychology 201. Repeated second semester.

Three hours credit

306 EDUCATIONAL PURPOSES AND METHODS IN LANGUAGE ARTS,
SOCIAL STUDIES, AND GEOGRAPHY INCLUDING AUDIO-VISUAL
AIDS Mr. Slaybaugh

Introduction to the aims and function of the elementary school. The subject matter of grammar, literature, spelling, and skill in oral expression and writing is considered. The philosophy and approach for teaching social studies and geography is incorporated with the audio-visual materials, equipment, and techniques appropriate to the subject areas. *Prerequisite:* Education 301.

Three hours credit

307 EDUCATIONAL PURPOSES AND METHODS IN SCIENCE, MUSIC,
ART, HEALTH AND PHYSICAL EDUCATION INCLUDING AUDIO-
VISUAL AIDS Mr. Slaybaugh

Scientific principles for mastery by the elementary pupil in conjunction with appropriate experimental procedures. The correlation of art and music with other elementary subjects. Study of art and music as background for assisting the special teacher. Health knowledge and physical activities for the elementary child. *Prerequisite:* Education 306.

Three hours credit

309 HISTORICAL AND SOCIAL FOUNDATIONS OF EDUCATION

Mr. Rosenberger and Mrs. Fellenbaum

The relationship of the education of man to the developing social patterns of Western culture as it emerged from its Greek foundations. *Prerequisite:* Psychology 201. Repeated second semester.

Three hours credit

313 SECONDARY SCHOOL CURRICULUM

Mr. Johnson

The philosophy, practices, and problems of secondary school curricula. The construction and revision of courses are investigated as well as the core curriculum. A general orientation to guidance and extracurricular activities. *Prerequisite:* Education 305.

Three hours credit

328 PRINCIPLES OF GUIDANCE

Mr. Rosenberger

The principles and practices of counseling and guidance. The systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisites:* Education 301 and 305.

Three hours credit

331 FOUNDATIONS OF READING INSTRUCTION

Mr. Slaybaugh

An introduction to the theory and problems in reading instruction at elementary and secondary levels. The current trends relating to recognition of these problems and appropriate instructional aids. *Prerequisite:* Psychology 201.

Three hours credit

334 PREVENTION AND CORRECTION OF READING DISABILITIES

Mr. Slaybaugh

A study of the analysis and correction of reading disabilities in the elementary and secondary schools. Emphasis is placed on teacher-constructed materials,

standardized tests relating to reading, and practical application of corrective techniques for specific reading disabilities. *Prerequisite:* Education 331 or permission of the instructor. *Three hours credit*

337 AUDIO-VISUAL EDUCATION

Mr. Johnson

The underlying philosophy, principles, and techniques involved in use of sensory aids. Intended to increase effectiveness of both new and experienced teachers in the use of such aids. *Prerequisite:* Education 301. Repeated second semester.

Three hours credit

401 STUDENT TEACHING—ELEMENTARY

Mrs. Fellenbaum
and Mr. Slaybaugh

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. Beginning in 1966-1967 the student will be in the elementary classroom for the full day for nine weeks. *Prerequisite:* Education 306, 307, 331, and Mathematics 240.

Six hours credit in 1965-1966; nine hours credit thereafter

403 STUDENT TEACHING—SECONDARY

Messrs. Rosenberger
and J. T. Held

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. *Prerequisites:* Education 301 and 305. Repeated second semester.

Six hours credit

English

Professors Geyer (Chairman), Lindeman,
and Mason

Associate Professors Bolich, Pickering,
Taylor, and Wolfinger

Assistant Professors E. J. Baskerville,
Locher, McLennand, Schmidt, and
Stewart

Instructors Flood, Ingraham, and Powers
Lecturers M. T. Baskerville, Hartzell, and
Stroup

The courses offered by the department are designed to train students to express their thoughts correctly and effectively through spoken and written language and to understand, interpret, and assimilate as fully as possible



the thoughts and experiences of the great creative and imaginative minds of our English and American literature.

Through a close and vital relationship with literature of true worth the student may obtain many of the values generally associated with a liberal arts education: self-discovery, an enlargement of sympathy and understanding, greater toleration for others, and growth of the spirit and the imagination. In addition, the program in English is excellent preparation for careers in teaching, publishing, journalism, and government service and for graduate study leading to advanced degrees in English, the ministry, and library work.

The requirement for a major is a minimum of 30 semester hours of English and American literature. All majors are required to take English 211, 212, and 365, 366. In addition, 6 hours must be selected from each of the following groups:

Group I: 331, 334, 337, 362, 368

Group II: 342, 345, 348, 351

Group III: 215, 216, 311, 312, 321, 322, 324, 327, 328, 372

History 203, 204, and 231, 232 and Philosophy 201, 301, 302 and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses.

For those who expect to teach in the public schools English 301 is required, as well as English 215, 216 or English 311, 312; Speech 201 is recommended. For those who expect to teach in secondary schools English 316 is also required.

English 221, 222, 223, 224 are designed primarily for nonmajors wishing to fulfill the College literature requirement. With the approval of the department other literature courses may be selected, but normally English 211, 212 is considered a prerequisite for advanced literature courses.

COMPOSITION AND GRAMMAR

101-102 ENGLISH COMPOSITION

Staff

Aims to develop the student's ability to express himself in clear, accurate, and thoughtful English prose and to read with appreciation and understanding through training in the principles of composition, careful reading of a variety of literary works, and adequate practice in expository writing. Exemption from English 101 granted under conditions described on page 22. *Six hours credit*

201 ADVANCED COMPOSITION

Staff

An intensive course in advanced rhetorical techniques with special emphasis on exposition and argumentation. *Three hours credit*

203 JOURNALISM

Mrs. Taylor

An introduction to techniques of newspaper writing and editing, preparation of news stories and features, and news reports for radio and television.

Two hours credit

205, 206 CREATIVE WRITING

Mrs. Taylor

A workshop in the writing of short stories and verse, a study of the techniques of narrative, with an analysis of contemporary models.

Six hours credit

301 MODERN GRAMMAR

Mrs. McLennand

Modern analytical methods of describing the English language are studied against a background of traditional grammar. Emphasizing the organizational principles of language, the course aim is understanding of (1) essential technical vocabulary, (2) the main outlines of English syntax, (3) fundamentals of transformational grammar, and (4) the linguistic fact that English is a complex system of recurring patterns.

Three hours credit

305, 306 ADVANCED CREATIVE WRITING

Mrs. Taylor

A workshop for advanced writing students. Problems and techniques of writing short stories, verse, and drama. *Prerequisite:* English 205, 206.

Four hours credit

LITERATURE

211, 212 INTRODUCTION TO THE STUDY OF LITERATURE

Mr. Geyer and Mrs. McLennand

Aims to introduce the student to the various critical approaches to literature. Analysis of those elements intrinsic to the poem, play, novel viewed as works of art producing unique aesthetic experiences: language, formal structure, thought pattern, conventions, and modes. Also deals with bibliographical techniques requisite to literary research.

Six hours credit

215, 216 HISTORY OF AMERICAN LITERATURE

Mr. Locher

A chronological survey of American literature from colonial days to the present with emphasis on historical context. Writings other than belles-lettres will be studied, particularly in the earlier years. The first semester ends with Mark Twain; the second semester carries through to major contemporaries.

Six hours credit

221 INTRODUCTION TO THE NOVEL

Staff

An intensive study of the novel as a genre, primarily designed for nonmajors. Through critical analyses of selected British and American novels, the student will be given the means to judge, as well as appreciate, this literary form. In passing, a view of the development of the novel since its beginnings in the eighteenth century will be presented.

Three hours credit

222 INTRODUCTION TO THE SHORT STORY

Staff

Designed primarily for the nonmajor, this course is an intensive study of the short story as a literary form, with some discussion of technique and theory. Attempts to stimulate a valid appreciation and informed judgment through precise critical analysis of selected works.

Three hours credit

223 INTRODUCTION TO POETRY

Staff

Designed primarily for the nonmajor, this course makes a detailed study of selected British and American works through critical analysis of form, structure, and meaning of the poetic genre.

Three hours credit

224 INTRODUCTION TO THE DRAMA

Staff

A course designed to acquaint the nonmajor with excellent representative plays from early English drama to the present day. Considerable attention will be given to modern and contemporary plays (English, American, and Continental), covering the experimental movement near the end of the nineteenth century to current productions.

Three hours credit

288 CHINESE LITERATURE

A survey of Chinese literature with emphasis on major works and dominant literary forms. Special attention will be given to the *Book of Songs*, *The Ch'u Elegies*, *Fu*, *Parallel Prose*, *Tang Poetry*, *Sun T'zu*, *Yuan Drama*, the rise of Chinese fiction, Classic Chinese prose, and contemporary Chinese literature. Offered in 1964-1965 only by Kwang-chung Yu, Whitney-Fulbright Visiting Professor of English.

Three hours credit

311 AMERICAN POETRY

Mr. Mason

The reading of selected works by some major poets of the nineteenth century, together with relevant prose documents by the poets. The classroom work emphasizes oral reading, critical analysis, and the recognition of dominant tendencies in the age.

Three hours credit

312 AMERICAN PROSE

Mr. Mason

The close critical study of some of the major writings of Emerson, Thoreau, Hawthorne, Poe, and Mark Twain. Authors included may vary from year to year.

Three hours credit

316 ANALYSIS OF LITERARY TYPES

Mrs. McLennand

An intensive study of the dominant literary types: short story, novel, poem, and drama. Aims to provide the future teacher with the critical and analytical equipment requisite for a sound presentation of literature. Required for all majors planning to teach in secondary schools. Open only to majors.

Three hours credit

321, 322 THE ENGLISH NOVEL

Mr. Pickering

With reference to previous form and content in works of literature, English

321 examines the beginnings of the English novel in John Bunyan, late in the seventeenth century, follows the development of the novel and its audience through the end of the eighteenth century to Jane Austen. English 322 takes the novel through the nineteenth century, from Scott and the increased consciousness of man in history, through Dickens and the consciousness of man in society, to Kipling and the consciousness of man in the world. *Six hours credit*

324 MODERN FICTION

Mr. Geyer

The form and content of a number of English and American novels and short stories of the twentieth century are carefully studied against the social and intellectual background. Representative works by James, Conrad, Joyce, Woolf, Huxley, Lawrence, Crane, Hemingway, Faulkner, and others are read.

Three hours credit

327 BRITISH DRAMA

Mr. Wolfinger

This course represents a critical and historical survey of British drama, exclusive of Shakespeare, from the liturgical plays to the advent of the new drama in the late nineteenth century. Special attention is given to the development of significant genres and their correlation with the eras of which they were a part.

Three hours credit

328 MODERN DRAMA

Mr. Wolfinger

This course includes, in addition to a study of selected plays of Ibsen and an appraisal of his significance as a dramatist, an analysis of post-Ibsen movements in the drama and of relevant plays.

Three hours credit

331 MEDIEVAL LITERATURE

Mr. Baskerville

After a rapid sketch of the development of Western literature from the Patristic age through the twelfth century, the course concentrates on such varied topics as medieval epic, the Arthurian legend, courtly love and the French romances, the Tristan and Isolde story, the Grail legend, Anglo-Saxon poetry, Middle English lyric, and Piers Ploughman.

Three hours credit

334 RENAISSANCE LITERATURE

Mr. Baskerville

The course deals mainly with the English prose and poetry of the Renaissance. Attention is concentrated on selected ideas and genres that are typical of the period, especially on Humanism and the Courtier; the sonnet and the pastoral; and the prose romances. The work of Edmund Spenser is used to summarize the highest achievement of the English Renaissance in nondramatic literature.

Three hours credit

337 THE SEVENTEENTH CENTURY

Mr. Mason

The time is divided equally between the poetry (other than Milton's) and the prose of the century, from Bacon to Dryden. Styles are examined, analytical categories are attempted, and prevailing ideas and interests of the age are identified and illustrated. Drama is excluded.

Three hours credit

342 THE EIGHTEENTH CENTURY

Miss Stewart

The literature of the century from Dryden to Blake, with special emphasis on satire, social criticism, neoclassicism, and the beginnings of romanticism. The drama and the novel are excluded. *Three hours credit*

345 THE ROMANTIC PERIOD

Mr. Geyer

A large body of poetry and selected prose published between 1783 and 1850 by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats is carefully examined. Attention is given to the historical and intellectual background. *Three hours credit*

348 THE VICTORIAN PERIOD

Mr. Geyer

An intensive study of the major English prose writers and poets and their reaction to the social, economic, political, and aesthetic problems of the nineteenth century. Special attention is devoted to Carlyle, Tennyson, Browning, Arnold, and the writers of the art for art's sake movement. *Three hours credit*

351 MODERN POETRY

Mr. Lindeman

A thorough study of a selected group of major American and British poets: E. A. Robinson, Robert Frost, Wallace Stevens, Gerard Manley Hopkins, W. B. Yeats, T. S. Eliot, and Dylan Thomas. Attention is given to the explication of individual poems and to the ways in which these poets respond to the persistent problems and themes of the contemporary intellectual climate. *Three hours credit*

362 CHAUCER

Mr. Pickering

With careful scrutiny of the intellectual and physical world of the Middle Ages, the five major poems of Geoffrey Chaucer (including *Troilus and Criseyde* and *The Canterbury Tales*) are examined, marking the poet's debt to his French and Italian predecessors and contemporaries, his use of classical techniques and examples, and the final development of his original genius. *Three hours credit*

365, 366 SHAKESPEARE

Mr. Wolfinger

A critical analysis of numerous plays; a study of Shakespeare's nondramatic poems, criticism, and historical and bibliographical materials. Special attention is given to the development of Shakespeare's poetic and dramatic art. *Six hours credit*

368 MILTON

Mr. Mason

The major poems and a few of the early minor works are read and interpreted in the classroom, so far as time permits. A few major prose works are required reading. An attempt to interpret Milton as an expression of his age. Cross references to other literature, especially the classical background, are frequent. *Three hours credit*

372 THEORIES OF LITERATURE

Mr. Lindeman

Undertakes to examine and compare the various ways in which man has regarded

literary art: its sources, forms, and purposes. The history of critical theory is surveyed, from Plato and Aristotle to the present, with emphasis placed upon the modern period. Representative documents are read and discussed.

Three hours credit

384 CHINESE POETRY

An intensive study of selected works by some of the major Chinese poets. Offered in 1964-1965 only by Kwang-chung Yu, Whitney-Fulbright Visiting Professor of English.

Three hours credit

401 INDEPENDENT STUDY

Staff

With the consent of the department a major may do reading or research under the supervision of a member of the staff. Repeated second semester.

Hours and credit arranged

SPEECH

201 BASIC PUBLIC SPEAKING

Mr. Bolich

A study of the basic principles of public address: delivery, bodily action, and some attention to voice. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile materials. Repeated second semester.

Two hours credit

202 ADVANCED PUBLIC SPEAKING

Mr. Bolich

The adaptation of public address to various purposes: to inform, entertain, convince, and induce to action. A portion of the course is devoted to the study of the impromptu speech. *Prerequisite:* Speech 201.

Two hours credit

301 VOICE AND DICTION

Mr. Bolich

Proper use of the voice apparatus through drills and study in physical control, breathing, tone production, and resonance. Exercises in articulation, correct pronunciation through the use of the International Phonetic Alphabet.

Two hours credit

302 ARGUMENTATION AND DISCUSSION

Mr. Bolich

The principles of logical proof in oral discourse. A complete study of the various forms of debate. Discussion and conference leadership are considered.

Two hours credit

303 ORAL INTERPRETATION

Mr. Bolich

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature.

Two hours credit

304 RADIO SPEECH

Mr. Bolich

Radio as a means of communication and as a social agency. The principles of

radio speaking and script writing. Some attention is given to television. Field trips to nearby radio and television stations are included. *Two hours credit*

THEATER ARTS

202 HISTORY OF THE THEATER

Mr. Schmidt

A survey of the theater from primitive man to the present. Emphasis will be placed upon the Classical, Medieval, Elizabethan, Neoclassic, and Modern periods, with special attention devoted to the continuity of theater through the ages, the particular relevance of theater design and production techniques to the plays of the periods, and the relationship between each period and the theater which it nurtured. In addition, students will be expected to analyze at least one work from each period in light of the theater of which it was a part. *Three hours credit*

301 PLAY PRODUCTION

Mr. Schmidt

A study of theater from book to curtain. All major phases of the production of a play will be analyzed—direction, acting, set design, lighting, make-up, costuming, publicity, and theater management—with particular attention devoted to direction. Students will be expected to present at the conclusion of the semester a director's study of a full-length play, and in addition will direct scenes in class as well as act in other scenes. The actual construction and painting of scenery is an integral part of the course. *Three hours credit*

French (see Romance Languages and Literatures)

German and Russian Languages and Literatures

Professor Schneider (Chairman)
Assistant Professor Collier
Instructors Reid and Traska
Lecturer Fortenbaugh



One of the attributes of a truly liberated individual is the acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an intelligent and informed understanding of the German and Russian people and a more meaningful appreciation of their significant contributions to the world's cultural heritage.

Through the increasing use of the foreign language in the classroom and supplementary audio-lingual drill in the laboratory, maximum effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as reading and writing.

A major is offered in German only and consists of a minimum of 33 semester hours beyond the level of German 102, including German 301-302 and German 311. Prospective teachers of German must take German 312 in addition. Since it is the conviction of the department that the major should involve a well-integrated program of learning, appropriate additional courses in other departments will be strongly recommended or required, as circumstances warrant.

German 201-202 or its equivalent is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

The following courses may be offered in fulfillment of the college literature requirement: German 321, 322, 323, 324, 325, 326, 327, 328, and Russian 301, 302.

GERMAN

101-102 ELEMENTARY GERMAN

Staff

Essentials of grammar, composition, pronunciation. Oral and written work. Graded elementary reading. Supplementary drill in the language laboratory. Prepares for German 201-202. *Six hours credit*

201-202 INTERMEDIATE GERMAN

Staff

Review of fundamentals and continuation of the work of German 101-102. Progressively more difficult reading, in class and outside, selected to introduce the student to German literature and civilization. Supplementary drill in the language laboratory. *Prerequisite:* German 101-102 or its equivalent.

Six hours credit

301-302 ADVANCED GERMAN CONVERSATION AND COMPOSITION

Miss Traska

Conducted in German and English. Written and oral work directed toward the achievement of greater fluency in spoken and written German as well as a higher level of proficiency in the reading and listening comprehension skills. Intensive study of written and recorded cultural materials and supplementary drill in the laboratory.

Six hours credit

311 HISTORY OF GERMAN CIVILIZATION

Mr. Schneider

An intensive study will be made of the geography, linguistic development, and political and cultural history of the German people, including an appreciation of their major contributions to the world's cultural heritage.

Three hours credit

312 THE TEACHING OF THE GERMAN LANGUAGE

Mr. Schneider

Discussion and practical work. Assigned reading of books and articles on foreign language teaching, including emphasis on audio-lingual aspects and the operation of the language laboratory. Observation of methods employed in underclass courses. Practice teaching, textbook analysis and evaluation, written reports and preparation of lesson plans and laboratory materials. Does not count toward the major.

Three hours credit

321, 322 GERMAN LITERATURE OF THE EIGHTEENTH CENTURY
(exclusive of Goethe)

Mr. Schneider

Lectures and recitation. A study of German literature of the Rococo, Enlightenment, Storm and Stress and Classicism, with emphasis on Lessing in the first semester and on Schiller in the second semester. Critical reading and analysis in class of representative works. Outside reading and reports. Offered in alternate years.

Six hours credit

323, 324 GERMAN LITERATURE OF THE NINETEENTH CENTURY

Mr. Schneider

Lectures and recitation. A study of German literature from 1790 to 1870 with emphasis in the first semester on Romanticism and in the second semester on the writers of Young Germany, Regionalism and Poetic Realism. Critical reading and analysis in class of representative works. Outside reading and reports. Offered in alternate years.

Six hours credit

325, 326 GERMAN LITERATURE OF THE TWENTIETH CENTURY

Mr. Schneider

Lectures and recitation. A study of German literature from 1870 to the present with emphasis in the first semester on the writers of Naturalism, Impressionism and Neo-Romanticism and in the second semester on the writers of Expressionism and those since World War I. Critical reading and analysis in class of representative works. Outside reading and reports. Offered in alternate years.

Six hours credit

327 GOETHE'S LIFE AND WORKS (exclusive of Faust) Mr. Schneider
Lectures and recitation. Critical reading and analysis in class of the chief literary works of Goethe exclusive of *Faust*. Outside reading and reports. Designed to acquaint the student with the life and thought of Goethe, his position in the classical literature of Germany, and his influence on the thought and literature of the world up to the present. Offered in alternate years. *Three hours credit*

328 GOETHE'S *FAUST* Mr. Schneider
Lectures and recitation. An intensive reading and analysis of the work in class. A study of its aesthetic, moral and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports. Offered in alternate years. *Three hours credit*

401 READING GERMAN Mr. Schneider
Designed especially for seniors with no previous training in German and planning on graduate study. An intensive development of the reading skill exclusively, with each student given an opportunity to work with written German specifically within his prospective field of graduate interest. Open with reduced credit to seniors with previous training in German. *Hours and credit arranged*

402 SENIOR SEMINAR Mr. Schneider
Supervised research projects on selected aspects of German literature and criticism, including writers, works, periods and specific literary forms. Open only to majors. *Hours and credit arranged*

RUSSIAN

101-102 ELEMENTARY RUSSIAN Mr. Collier
In the first semester emphasis is placed on pattern drill; pronunciation and active oral involvement on the part of the student are stressed. The second semester is a process of consolidation and deepening of work covered in the first semester. Introduction of reading texts. Supplementary drill in the language laboratory. *Six hours credit*

201-202 INTERMEDIATE RUSSIAN Mr. Collier
Review and consolidation of the first year's work. Reading and discussion of texts and topics in Russian and Soviet cultural material are then stressed. *Prerequisite:* Russian 101-102. *Six hours credit*

301, 302 ADVANCED RUSSIAN Mr. Collier
Reading of short stories, plays, poetry of the nineteenth and twentieth centuries and of historical and literary background material in Russian and English. A study of the Russian language will be continued in depth. *Prerequisite:* Russian 201-202. *Six hours credit*

Greek (See Classics)

Health and Physical Education

Professor Bream (Chairman)

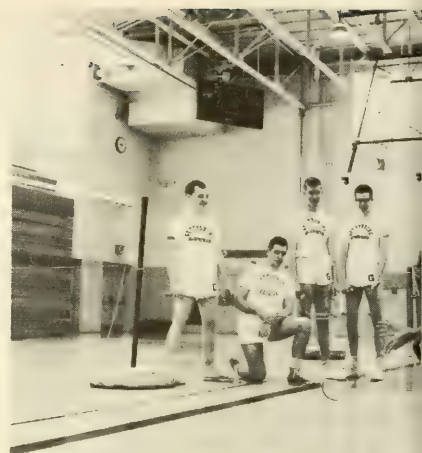
Associate Professors Haas and Kenney

Assistant Professors Biser, Carpenter,

Coull, Glad, Hulton, Hummel, and

Shoemaker

Instructors Huffman, Reider, and Steele



One of the aims of the department is to provide worthwhile physical activity and instruction in habits of living which will promote the student's physical well-being and personal enjoyment both in College and afterwards. This aim is accomplished through course work, intramural and intercollegiate athletics, and other activities.

Male students may take Courses 101, 102, 201, and 202 to satisfy the College requirement in physical education. Women students may complete this requirement by taking Courses 103, 104, 203, and 204. All students enrolled in the required physical education program must pass a standard swimming test before graduation. Men students must complete satisfactorily a one semester program in physical fitness.

The department also offers an approved teacher training program for men and women.

Requirements for a major include the following courses: 101 and 102 (103 and 104 for women), 111, 201 and 202 (203 and 204 for women); 212, 301, 302, 303, 304, 305, 311, 314, 317, 318, 325, 329, and 332.

PHYSICAL EDUCATION

101, 102, 201, 202 SKILL ACTIVITIES: MEN

Staff

Participation in a variety of individual and team activities, based upon ability and progress.

Four hours credit

103, 104, 203, 204 SKILL ACTIVITIES: WOMEN Staff

Women students have a program based on a quarter system. Elective activities and required courses for four credits will satisfy College requirements.

Four hours credit

301, 302 SKILL ACTIVITIES: METHODS AND MATERIALS Staff

Methods and techniques of class organization and instruction in a variety of physical education activities. For men and women.

Four hours credit

303, 304 SKILL ACTIVITIES: METHODS AND MATERIALS Staff

Continuation of 301, 302. For men and women.

Four hours credit

305 AQUATICS

Miss Steele and Mr. Coull

Teaching methods and techniques in basic strokes, diving, lifesaving, and water safety. Repeated second semester.

Two hours credit

307, 308 COACHING AND OFFICIATING Messrs. Haas and Shoemaker

Theory and practice in the fields of coaching and officiating. First semester open to men only.

Four hours credit

HEALTH AND PHYSICAL EDUCATION

111 INTRODUCTION TO HEALTH, PHYSICAL EDUCATION,
AND RECREATION Miss Kenney

A general survey of the fields of health education, physical education, recreation, and camping.

Three hours credit

212 PRINCIPLES AND CURRICULUM PLANNING Mr. Hulton

An evaluation of principles and their application in planning a modern physical education program.

Three hours credit

311 PERSONAL HEALTH Miss Kenney and Mr. Reider

Practical aspects of the everyday life of the individual in respect to personal health. Special emphasis is placed upon the acquisition of desirable attitudes toward personal health.

Three hours credit

314 SCHOOL AND COMMUNITY HEALTH PROBLEMS Mr. Glad

The role of official and nonofficial community organizations in the health of the individual, from the viewpoint of administration and service.

Three hours credit

317 ANATOMY AND PHYSIOLOGY Mr. Glad

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body.

Three hours credit

318 PHYSIOLOGY OF EXERCISE AND CORRECTIVES Mr. Biser

A study of motion, with particular emphasis placed upon body mechanics. The remedial steps necessary to overcome specific physical handicaps.

Three hours credit

325 ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION Mr. Haas

Legal and administrative problems, personnel relations, social interpretation, budget and finance, and plant and office management. Senior course.

Three hours credit

329 FIRST AID AND SAFETY EDUCATION Mr. Biser

The official Beginners' Red Cross First Aid course, with emphasis on the practical aspects of symptom recognition and safety.

One hour credit

332 MEASUREMENTS AND EVALUATION IN HEALTH AND PHYSICAL EDUCATION Mr. Biser

Written and practical tests in the fields of health and physical education.

Three hours credit

350 INTRODUCTION TO RESEARCH IN HEALTH AND PHYSICAL EDUCATION Miss Kenney

Fundamental techniques in research. A survey of research completed and needed.

Three hours credit

History

Professors Bloom (Chairman),
Crapster, and Glatfelter
Assistant Professors Brass, Bugbee,
and Stemen
Instructors Forness and Freeman



The department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done" by men in the past. Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through individually directed reading, an introduction to research, and classroom lectures and discussions, the student is encouraged to develop as a liberally educated person. The courses which the department offers help prepare the student for graduate study and for careers such as teaching, law, the ministry, public service, and business.

Requirements for a major are 30 semester hours, including History 201, 202 and 231, 232, normally in the sophomore year; History 375 in the junior year; and History 401 or 403 in the senior year. Qualified students, with the approval of the department, may be excused from the sophomore (200-level) courses. All majors must take 15 semester hours in 300-level courses or above, including History 375 and 401 or 403.

French 316, German 311, Greek 316, Latin 315, Spanish 313, 314 may be counted in fulfilling the requirements for a major. Those planning on graduate study in History are strongly urged to take courses in literature. English majors and prelaw students are advised to take History 203, 204.

201, 202 HISTORY OF EUROPE

Mr. Forness

A survey of general European history from the end of the ancient world to the second World War.

Six hours credit

203, 204 HISTORY OF ENGLAND

Mr. Crapster

Surveys English history from Roman times to the present, emphasizing institutional and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the courses is 1689.

Six hours credit

221, 222 HISTORY OF THE FAR EAST

Mr. Stemen

A broad survey of Chinese, Japanese, and Korean history from the beginnings to the present. Emphasis on the Far Eastern response to the West and on philosophy, literature, and the arts.

Six hours credit

231, 232 HISTORY OF THE UNITED STATES

Messrs. Bugbee,
Freeman, and Forness

An introduction to advanced American history courses and a survey for non-history majors. A study of American history from the early discoveries to the present.

Six hours credit

311, 312 MEDIEVAL EUROPE TO 1500

Mr. Brass

Beginning with the era of military anarchy in the late third century, History 311 sketches the Roman, Christian, and German bases of medieval civilization and traces their development into the twelfth century. History 312 commences with the High Middle Ages and continues to the early sixteenth century. Cultural and intellectual developments are included, and some consideration is given to Eastern Europe. *Prerequisite:* History 201 or permission of the instructor.

Six hours credit

313 EUROPE FROM THE REFORMATION TO 1689

Mr. Brass

This course begins with a consideration of the Renaissance in the late fifteenth century. Emphasis is given to the ideas of the religious reform movements, and the effects these movements had in struggles which culminated in the Thirty Years' War. Attention is also given to the rise of modern science. *Prerequisite:* History 201, 202 or permission of the instructor.

Three hours credit

314 THE ERA OF THE FRENCH REVOLUTION

Mr. Crapster

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution, developments in France and her relations with the rest of Europe between 1789 and 1815 are studied intensively. *Prerequisite:* History 202.

Three hours credit

315 EUROPE FROM 1815 TO 1918

Mr. Crapster

European history is examined in its world setting from the Congress of Vienna to the end of the First World War. Revolutionary movements and diplomatic history receive special emphasis. *Prerequisite:* History 202 or permission of the instructor.

Three hours credit

316 EUROPE SINCE 1918

Mr. Crapster

Attention is concentrated upon international problems and internal affairs of the leading states, beginning with the Treaty of Versailles. Particular notice is taken of the Nazi revolution in Germany and the origins of the Second World War, its progress, and its aftermath.

Three hours credit

325 TWENTIETH CENTURY CHINA

Mr. Stemen

A study of Chinese history from 1895 to the present decade. Emphasis on China's political and intellectual revolutions and foreign relations.

Three hours credit

331 AMERICAN CONSTITUTIONAL HISTORY

Mr. Bloom

Beginning with a brief look at the European and colonial origins of American political thought and practice, consideration is given to developing political theories, judicial interpretations, and institutional forms which compose the American constitutional system today. *Prerequisite:* History 231, 232.

Three hours credit

332 DIPLOMATIC HISTORY OF THE UNITED STATES Mr. Freeman

A study of the conduct of American diplomacy since 1776, emphasizing the interplay between domestic and foreign policies. *Prerequisite:* History 231, 232.

Three hours credit

341 THE AMERICAN COLONIAL PERIOD Mr. Bugbee

Commencing with the European background of the settlement of North America, stress is placed upon economic, social, and constitutional developments to 1763. Attention is given to the impact of mercantilism, European rivalries in America, and attempts to achieve intercolonial unity. *Prerequisite:* History 231.

Three hours credit

342 THE AMERICAN REVOLUTION, 1763-1789 Mr. Bugbee

The American phase of the disruption of the Old British Empire, the issues of the Confederation period, and the impetus which led to the Federal Constitution of 1787. An emphasis on political and constitutional developments. *Prerequisite:* History 231.

Three hours credit

345 CIVIL WAR AND RECONSTRUCTION Mr. Bloom

An examination of the contrasting cultures of the antebellum North and South, the problems of territorial settlement after 1846, the failure to fix upon an acceptable compromise of sectional differences, the outbreak and progress of armed conflict, and the economic and political currents set in motion by the Civil War. The problems associated with the Reconstruction era are also studied. *Prerequisite:* History 231.

Three hours credit

349 THE UNITED STATES FROM 1899 TO 1939 Mr. Freeman

An intensive study of selected aspects of the period from the beginning of the century through the years of the New Deal, and including Progressivism, the First World War, and the Twenties. *Prerequisite:* History 232.

Three hours credit

350 THE UNITED STATES SINCE 1939 Mr. Glatfelter

The domestic and diplomatic problems of American participation in the Second World War, the demands made upon the United States as a leading power in the postwar world, and the degree to which the American people have adapted themselves to our rapidly changing times. *Prerequisite:* History 232.

Three hours credit

354 HISTORY OF PENNSYLVANIA Mr. Glatfelter

A study of the political, economic, and cultural aspects of Pennsylvania history, including relationships with other states and the federal government. *Prerequisite:* History 231, 232.

Three hours credit

375 HISTORICAL METHOD Mr. Glatfelter

A study of the methods employed in historical research, the development of

historical writing, and some of the significant views or explanations of history.

Three hours credit

401 SENIOR SEMINAR

Staff

Provides an opportunity for a small group of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of papers and oral reports. Topics studied in recent years include imperialism, the American presidency, and Russo-American relations. Open only to majors upon the invitation of the instructor. Repeated second semester.

Three hours credit

403 SENIOR RESEARCH THESIS

Staff

Under the supervision of a member of the staff the student will select a topic and study it intensively. He will present his findings in the form of a senior thesis. Open only to senior majors. Repeated second semester. *Prerequisite:* History 375.

Three hours credit

405 INDIVIDUAL READINGS IN HISTORY

Staff

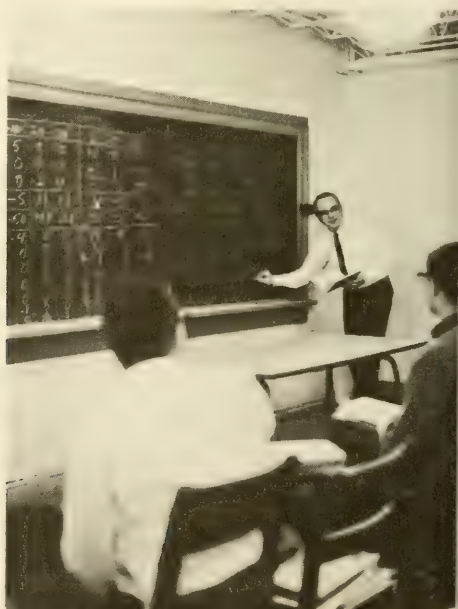
An individual program of directed readings. Topics are to be arranged by consultation between student and instructor. Repeated second semester.

Credit arranged

Latin (See Classics)

Mathematics

Professor Holder (Chairman)
Associate Professors Moorhead and
Ziegler
Assistant Professors Butterfield and
Fryling
Instructor Lavelle



The mathematics curriculum is designed to provide a solid foundation for students who will specialize in mathematics or in a field which uses mathematics, and to provide courses appropriate for all liberal arts students. Sufficient latitude is possible in the selection of courses to permit students majoring in Mathematics to prepare for graduate study, for careers as mathematicians in industry or government, or to be teachers of mathematics in the secondary schools.

A student wishing to major in Mathematics normally should take the courses Math 111-112, 211-212 during his freshman and sophomore years. The course sequence Math 105-106, 205-206 covers many of the same topics as Math 111-112, 211,212 but is less theoretical and is not intended for Mathematics majors. Additional requirements for a major with non-teaching objectives include 24 credit hours in mathematic courses numbered 300 or above, to include Math 300 or 301, Math 323-324, and Math 307-308 or Math 311-312. For the teaching objective 21 credit hours in mathematic courses numbered 300 or above are required, including Math 300, 303, 311-312 and 341.

It is recommended that students planning to do graduate work in Mathematics take Math 321, both Math 300 and 301, Math 326, 335, and 401. Those planning careers in applied mathematics should take as many of the following as possible: Math 307-308, 321, 322, 326, Physics 311-312, and Physics 321-322. Electives especially appropriate for prospective teachers are Math 152, 301, and 323-324. It is recommended that all Mathematics majors satisfy the distribution requirement in science by taking Physics 111-112.

A minor in Mathematics must include a minimum of 6 semester hours of Mathematics courses numbered 200 or above.

101-102 COLLEGE ALGEBRA AND PLANE TRIGONOMETRY

Messrs. Butterfield and Ziegler

Designed to cover basic principles of algebra and trigonometry with emphasis on the analytical aspects.

Six hours credit

103-104 INTRODUCTORY COLLEGE MATHEMATICS

Mr. Moorhead

An introduction to the fundamental concepts of mathematics and a survey of the new and the old in mathematical disciplines. Emphasis is placed on principles and ideas. This course is intended for students who do not plan to take further work in mathematics.

Six hours credit

105-106 ELEMENTARY ANALYSIS

Messrs. Butterfield and Ziegler

Primarily for freshmen who have had three or more entrance units in mathematics, preferably including trigonometry, and who do not plan to major in

140 *Mathematics*

mathematics. A brief review of advanced algebra and trigonometry, a study of plane and solid analytic geometry, elementary probability theory, and an introduction to differentiation and integration. *Six hours credit*

111-112 ANALYTIC GEOMETRY AND CALCULUS I

Messrs. Fryling, Holder, and Lavelle

An integrated course in analytic geometry and differential and integral calculus of functions of one variable. Includes introductory topics in logic and set theory and an axiomatic treatment of the real number field. Both the theory and applications of calculus will be emphasized. *Prerequisite: 3½ years college preparatory mathematics. Six hours credit*

151 MATHEMATICS OF INVESTMENT

Mr. Ziegler

Commercial and financial applications of algebra, including progressions and logarithms. Simple and compound interest, installment payments, depreciation, amortization, annuities, life insurance, bond valuation, and similar topics. *Three hours credit*

152 ELEMENTARY STATISTICS

Mr. Ziegler

Intended for the student who wishes to use statistics without emphasizing the mathematical theory. Use of graphic methods, measures of central tendencies, deviations, confidence intervals, trend, correlation, and regression. *Three hours credit*

205-206 CALCULUS

Mr. Moorhead

A sequel to Mathematics 105-106. Topics included are functions, limits, derivatives and their applications, integration, partial differentiation, multiple integrals, and an introduction to infinite series. Not intended for mathematics majors. *Prerequisite: Mathematics 105-106 or its equivalent. Six hours credit*

211-212 ANALYTIC GEOMETRY AND CALCULUS II

Messrs. Fryling, Holder, and Lavelle

A continuation of Mathematics 111-112. Topics include solid analytic geometry, introduction to vector analysis, partial differentiation, infinite series, multiple integrals, and an introduction to differential equations. *Prerequisite: Mathematics 111-112. Six hours credit*

240 BASIC CONCEPTS OF ELEMENTARY MATHEMATICS

Mr. J. T. Held

Designed for future elementary school teachers. Topics include number systems, different bases, number line, use of sets, principles of arithmetic, introduction to algebra and informal geometry. *Three hours credit*

300 INTRODUCTION TO MODERN ALGEBRA

Mr. Butterfield

A study of selected topics in modern algebra such as the development of number systems; set theory; algebraic systems, including groups, rings, and fields. *Prerequisite: Mathematics 105-106 or 111-112. Three hours credit*

301 LINEAR ALGEBRA

Mr. Lavelle

Theory of finite dimensional vector spaces, linear transformations and their algebra, and matrix algebra associated with these concepts. *Prerequisite:* Mathematics 205-206 or 211-212. *Three hours credit*

303 PROBABILITY

Mr. Fryling

The algebra of sets, discrete sample spaces, probability theorems, combinatorial methods, certain probability distributions, and topics associated with random variables. *Prerequisite:* Mathematics 105-106 or 111-112. Repeated second semester. *Three hours credit*

307-308 MATHEMATICAL STATISTICS

Mr. Fryling

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 205-206 or 211-212. *Six hours credit*

311-312 GEOMETRY

Mr. Moorhead

The foundations and postulational development of affine, projective, and Euclidean geometry. Also topics in modern abstract geometry. *Prerequisite:* Mathematics 205-206 or 211-212. *Six hours credit*

321 DIFFERENTIAL EQUATIONS

Mr. Lavelle

Methods of solving differential equations of the first order and first or higher degree linear equations with constant coefficients, the Laplace transform, solution in series, applications to physical and geometrical problems. *Prerequisite:* Mathematics 205-206 or 211-212. *Three hours credit*

322 NUMERICAL METHODS

Mr. Lavelle

Finite differences, interpolation, numerical methods of solving equations, with particular emphasis on differential equations, preparation of flow charts, characteristics of high-speed automatic computers. *Prerequisite:* Mathematics 205-206 or 211-212. *Three hours credit*

323-324 HIGHER CALCULUS

Mr. Holder

An introduction to real analysis. The axiom of completeness and its consequences, limit and continuity theorems, the Bolzano-Weierstrass and Heine-Borel theorems, theory of the Riemann integral, the derivative, vector calculus, line and surface integrals, theory of infinite series. *Prerequisite:* Mathematics 211-212. *Six hours credit*

326 THEORY OF FUNCTIONS OF A COMPLEX VARIABLE Mr. Fryling

Geometric concepts, analytic functions, mappings, integration, Laurent and Taylor series expansions, and calculus of residues. *Prerequisite:* Mathematics 323-324 or concurrent registration. *Three hours credit*

335 INTRODUCTION TO TOPOLOGY

Mr. Holder

Theory of sets, topological spaces, mappings, homeomorphisms, connectedness, compactness, metrization. *Prerequisite:* Mathematics 323-324. *Three hours credit*

341 MATHEMATICS FOR SECONDARY SCHOOL TEACHERS

Mr. Butterfield

The secondary mathematics curriculum and its current revision. Assignments for individual study are required of each student. *Three hours credit*

401 SENIOR SEMINAR

Staff

Each student will prepare a report under the supervision of a mathematics staff member, and will present this report to the class. The subject matter of the report will be of an advanced nature and considerable individual study and research will be expected of each student. *Prerequisite:* Senior standing and permission of instructor. *One to three hours credit*

Music

Professor Wagnild (Chairman)

Associate Professor Ackley

Assistant Professors Buddé, Danfelt, and Weikel

Instructors Nunamaker and Raessler

Private music teachers Heikkinen and Springer



The department offers theoretical and practical instruction in Music with programs leading to a Bachelor of Arts degree with a major in Music or a Bachelor of Science degree with a major in Music Education. In addition, courses in music appreciation and opportunities for participation in vocal and instrumental organizations are available. Individual instruction in voice, piano, organ, violin, viola, and cello, and standard band and orchestral instruments is offered by appointment. An informal audition is required of all candidates majoring in Music or Music Education. Appointments for auditions should be made through the College Admissions Office.

The program leading to the Bachelor of Science degree in Music Education (see page 30) satisfies the certification requirements for teaching or supervising music in elementary and secondary schools.

Requirements for a major in Music leading to a Bachelor of Arts degree comprise a minimum of 32 hours, including Music 141-142, 203-204, 205, 206, 301-302, 311-312, and 321, and other courses upon the advice of the chairman of the department.

Requirements in applied music are as follows: (1) four years' participation in an authorized group organization, and two years of private instruction in voice, piano, organ, or another instrument authorized by the department; and (2) presentation of a recital in the junior or senior year.

Music 101, 103, 104, 311, and 321 may be used in fulfilling the distribution requirement in Music.

101 APPRECIATION OF MUSIC Messrs. Danfelt, Nunamaker, and Weikel

The principal musical forms are discussed against the background of the other arts. Intensive listening is an essential part of the course. Repeated in second semester. *Three hours credit*

103 APPRECIATION OF THE SYMPHONY Messrs. Danfelt, Nunamaker,
and Weikel

The standard symphonic repertoire is listened to and discussed, and is related to its cultural setting. *Three hours credit*

104 APPRECIATION OF MUSIC DRAMA Mr. Nunamaker

Standard operatic works are listened to and discussed as examples of drama and music. *Three hours credit*

111-112 WOODWIND INSTRUMENT CLASS Mr. Danfelt

Instruction in the technique of woodwind instruments, using the clarinet as the basic instrument. *Two hours credit*

113-114 BRASS INSTRUMENT AND PERCUSSION CLASS Mr. Raessler

Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument. Practical work is included with percussion instruments. *Two hours credit*

115-116 STRINGED INSTRUMENT CLASS Mr. Nunamaker

Instruction and practice in the techniques of stringed instruments and the organization of a string section. *Two hours credit*

141-142 SIGHT-SINGING AND DICTATION Mr. Raessler

Fundamentals of basic musicianship: notation, clefs, scales, intervals, triads,

meter, rhythm, and tonality. Instruction and intensive drill in singing and writing intervals, melodies, triads, and rhythmic figures. Meets 3 times per week.

Four hours credit

201 ADVANCED SIGHT-SINGING AND DICTATION Mr. Raessler

Instruction and drill in singing and writing the more difficult melodies, harmonic, and rhythmic figures is continued. Emphasis is given to the development of tonal memory and to aural and visual analysis of musical structures. *Two hours credit*

203-204 HARMONY Mr. Wagnild

A study of scale and chord structure, chord relationship, nonchordal tones and simple modulation. *Six hours credit*

205-206 CHORAL AND INSTRUMENTAL CONDUCTING Mr. Raessler

Technique of the baton, fundamentals of choral and instrumental interpretation, problems of organization, repertoire, and maintenance of groups. *Four hours credit*

220 ELEMENTARY METHODS Mr. Raessler

The methods and materials of teaching Music in the elementary grades are reviewed. Elementary music appreciation methods, discussion of the child voice, and the development of rhythm and feeling for music. *Three hours credit*

221 JUNIOR AND SENIOR HIGH SCHOOL METHODS Mr. Raessler

The principles and procedures in teaching Music in the junior and senior high school. Study of the adolescent voice and its care and of the methods and materials relative to the organization of various singing and playing ensembles. The evaluation of material, methods, and techniques. *Three hours credit*

301-302 ADVANCED HARMONY Mr. Wagnild

A comprehensive survey in which emphasis is placed on modulation and the use of chromatic alterations of diatonic chords in harmonizing melodies. An aural approach to harmonic effects is also intensively pursued. *Six hours credit*

303-304 COUNTERPOINT Mr. Weikel

The contrapuntal technique of the sixteenth century is introduced through the study of plain song and early motets. Composition in the small forms is a part of the course. *Six hours credit*

305 ORCHESTRATION Mr. Raessler

Instruction is given in the transposing, arranging, and coloring for the various instruments. *Three hours credit*

311-312 HISTORY OF MUSIC Mr. Ackley

A survey of the development of musical art from ancient to modern times. Extensive listening to and reading of illustrative material are required.

Six hours credit

321 MUSICAL FORM AND ANALYSIS

Mr. Nunamaker

Motive, phrase, period, and song forms are studied. Binary and ternary forms of composition, the invention, fugue, sonata, and symphony are included. *Prerequisite:* Music 203-204. *Three hours credit*

351 STUDENT TEACHING

Staff

Students are assigned to teach in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences with the College supervisor and supervising teacher are required. Repeated in second semester.

Twelve hours credit

APPLIED MUSIC

The department offers instruction in voice, piano, pipe organ, violin, viola, cello, and the more common instruments. The repertoire is adapted to the student's ability. One hour credit is given for one half-hour private lesson per week per semester.

Students majoring in Music who are candidates for the Bachelor of Arts degree are permitted to take up to eight credit hours of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education are permitted to take up to twelve credit hours of private instruction, at no additional cost beyond the comprehensive fee, but such credit hours must be within the hour limits permitted each semester under the comprehensive fee plan.

The department also sponsors various musical organizations, including the choir, chapel choir, band, and orchestra. All regular College students are eligible to audition for any of these, either at the beginning of the school year or other times by appointment.

No student may offer more than eight hours of applied music toward a Bachelor of Arts degree.

121 VOICE

Miss Budd  and Mr. Ackley

Training in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35. *One hour credit*

123 PIANO

Mrs. Heikkinen, Mr. Springer, and Mr. Weikel

Instruction in the development of touch, rhythm, expression, and interpretation. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35. Fee for a forty-minute lesson per week per semester: \$40 *One hour credit*

- 125 PIPE ORGAN Mrs. Heikkinen, Mr. Springer, and Mr. Weikel
 Primary attention is directed to the acquisition of technique and independence in playing upon the manuals and pedals. *Prerequisite:* satisfactory piano technique. Repeated second semester. Fee for one forty-minute lesson per week per semester: \$45. *One hour credit*
- 127 BAND INSTRUMENT INSTRUCTION Messrs. Danfelt and Raessler
 Instruction is available in woodwind and brass instruments. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35. *One hour credit*
- 129 STRINGED INSTRUMENT INSTRUCTION Mr. Nunamaker
 Violin, viola, and cello. Both the fundamentals of string playing and repertory are stressed. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35. *One hour credit*
- 131 CHOIR Mr. Wagnild
 The best of choral literature is studied intensively. In addition to appearances in nearby cities, a two-week concert tour is taken each spring. Five rehearsals weekly. *No credit*
- 132 CHAPEL CHOIR Mr. Weikel
 Standard musical literature is performed with the purpose of supporting and assisting the College community in its Sunday morning services. Cantatas and oratorios are given as occasional concerts in the spring of the year. Two rehearsals weekly. *No credit*
- 133 BAND Mr. Danfelt
 Membership in the band, which is open to men and women, depends entirely on the individual's musical ability and interest. The band plays at athletic events and during the second semester gives concerts on the campus and in nearby cities. Three rehearsals weekly. *No credit*
- 135 ORCHESTRA Mr. Nunamaker
 Membership is open to all students of qualifying musical ability. Orchestral music of all eras is studied and performed. Two rehearsals weekly. *No credit*



Philosophy

Professor Richardson (Chairman)

Associate Professor Schubart

Assistant Professor Coulter

Philosophy is the study of such questions as: What is man? What is the nature of the universe? and What is knowledge? These questions are raised by the particular intellectual disciplines: fine arts, literature, theology, natural sciences, and social sciences. Philosophy examines and relates the knowledge obtained by these particular disciplines and aims at comprehending the significance of this knowledge for answering such questions.

Courses in the department are based upon detailed and systematic study of classic and current examples of philosophical literature. Philosophical analyses are traditionally classified as metaphysics, theory of knowledge (including inductive and deductive logic), and value theory (ethics and aesthetics). These classifications provide the basis for systematic treatment of philosophical thought and its relations to the other particular disciplines.

Philosophy courses are an integral part of the liberal arts curriculum. The general student will find the stress on understanding and evaluating ideas a foundation for intelligent action both as an individual and as a citizen. The student preparing for graduate work in many of the professions will find that he has acquired the breadth of background which graduate schools regard as important. The student who wishes to pursue a more detailed and technical study of philosophy will receive necessary preparation for graduate work in this field.

Admission to courses other than Philosophy 201, 212, and 301 requires at least three hours of philosophy, or the permission of the instructor. Majors are expected to take a minimum of 30 semester hours in philosophy, or in closely related areas chosen with the approval of the department.

201 INTRODUCTION TO PHILOSOPHY

Mr. Richardson

Contemporary analysis of philosophy and the main traditional approaches to it: scientific, aesthetic, ethical, and religious. Their assumptions, methods, and results are analyzed with a view to giving the student both the tools and the motivation for building his own philosophy.

Three hours credit

212 IDEAS OF MEN

Mr. Coulter

The opposing ideas of men on vital philosophical issues are studied by reading and discussing some of the major philosophical texts. These works are selected on the basis of the quality of the ideas and the literary qualities of their statement. Texts might include works by Plato, Descartes and James, Hume and Kierkegaard, Fromm and Sartre.

Three hours credit

215 INTRODUCTION TO INDIAN CULTURE

A brief analysis of the Indian view of history, the four ends of life, socio-religious institutions, myths and symbols, and the heritage of India. Offered in 1963-1964 only by Chandradhar Sharma, Whitney-Fulbright Visiting Professor.

Three hours credit

301, 302 SEMANTICS, LOGIC, AND THE PHILOSOPHY OF SCIENCE

Messrs. Coulter and Schubart

An examination of the uses of language, informal fallacies, meaning, and definition; classical and modern logic; scientific knowledge and its concepts, such as observation, law, causality, probability, and theory.

Six hours credit

303, 304 HISTORY OF PHILOSOPHY

Mr. Coulter

A study of major philosophers and their writings relating primarily to metaphysics and epistemology from the early Greeks through Kant.

Six hours credit

305 HISTORY OF ETHICS

Mr. Schubart

A study of the most significant theories of ethics from Plato to twentieth century philosophers. The relation of ethics to the other aspects of philosophy.

Three hours credit

306 PRINCIPLES OF ETHICS

Mr. Schubart

An analysis of the principles of ethics, such as value, obligation, and law, and their application to individual and social situations.

Three hours credit

308 SEMINAR IN AESTHETICS

Mr. Schubart

An analysis of the principles involved in the description, interpretation, and evaluation of works of art. The relation of aesthetics to other aspects of philosophy.

Three hours credit

315 INDIAN PHILOSOPHY

The major systems of Indian philosophy with special reference to Jainism, Buddhism, and Vedanta. Offered in 1963-1964 only by Chandradhar Sharma, Whitney-Fulbright Visiting Professor.

Three hours credit

320 NINETEENTH CENTURY PHILOSOPHY

Mr. Richardson

A study of the major philosophers of the period. The philosophies of Kant and Hegel as criticisms of the Enlightenment, and idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche as criticisms of idealism, and significant new constructions.

Three hours credit

321 SEMINAR IN TWENTIETH CENTURY PHILOSOPHY

Mr. Schubart

A study of contemporary philosophic movements, such as realism, pragmatism, logical empiricism, linguistic analysis, experimental naturalism, and existentialism. Each student will have the opportunity to make a study of one contemporary philosopher or movement.

Three hours credit

331 SEMINAR IN PHILOSOPHY OF RELIGION

Mr. Richardson

An analytical study of the meanings of religious statements, and a constructive attempt to relate them to beliefs.

Three hours credit

334 SEMINAR IN PHILOSOPHY OF HISTORY

Mr. Coulter

An examination of two aspects of philosophical reflections on history: the metaphysics of history as found in such writers as Kant, Hegel, Marx, Comte, and Toynbee; and the nature of historical knowledge as compared to knowledge in science, art, and other disciplines.

Three hours credit

401 INDEPENDENT STUDY

Staff

With the consent of the department, majors may take a course of directed study and conferences under the supervision of a member of the staff. Repeated second semester.

Credit arranged

402 SENIOR SEMINAR

Mr. Richardson

An advanced seminar for philosophy majors in which significant philosophical problems are raised, and the student has the opportunity to write a thesis on one of the problems or one of the major contemporary philosophers.

Three hours credit

Physics

Professor Mara (Chairman)
Associate Professors Daniels,
Haskins, and T. J. Hendrickson
Assistant Professor Scott
Lecturer Corbin



A person who becomes a physicist is curious about the ways of nature and has a strong urge to satisfy that curiosity. His success depends upon his ability to devise and perform meaningful experiments and upon his skill in mathematics. No two physicists are endowed with precisely the same division of these talents, but every physicist must develop some proficiency in each.

Courses in the department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning required for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

The department offers many opportunities for interested students to take part in discussions with each other and with the staff. It also offers opportunities for investigations apart from those associated with formal courses. Students are encouraged to take advantage of these opportunities, since only by participating can they experience physics as an activity.

Physics majors normally take Physics 111-112, Mathematics 111-112, General Education 101-102, English Composition 101-102, and a foreign language in the freshman year. Those who are not prepared to enter an intermediate (201-202) language course may substitute Biblical Literature and Religion 101-102 for language in the freshman year. Because of graduate school requirements and the wide literature of physics in French, German, and Russian, majors are urged to fulfill their language requirement in one of these languages.

Physics majors normally complete a minimum of eighteen hours of Mathematics and eight hours of Chemistry. Honor students majoring in Physics usually take Physics Seminar 411-412 in the junior year and Physics Seminars 421-422 and 431-432 in the senior year. Qualified students majoring in other departments are also encouraged to take these seminars. Seminars meet for one afternoon each week, and students electing them should be prepared to do extensive independent work.

101-102 GENERAL PHYSICS

Mr. Daniels

Designed for students not majoring in science or Mathematics. Aims to acquaint the student with the nature and methods of physical theory and experiment by a systematic development of the essentials of mechanics and electricity, and to provide him with an understanding of modern physics sufficient to enable him to think intelligently about the varied consequences of modern physical theory. If credit for Physics 111-112 is to be counted toward a Physics major or minor, then credit for Physics 101-102 cannot be so counted. *Prerequisite:* competence in the algebra usually covered in two years of high school algebra or the permission of the instructor. Three class hours and three laboratory hours.

Eight hours credit

105 DESCRIPTIVE GEOMETRY

Mr. Corbin

The use and care of instruments. Lettering. The theory of projection drawing in preparation for solving engineering problems by projection and revolution of points, lines, and planes. Required for all preengineering students. Does not count toward a major or minor in Physics. Three two-hour meetings.

Two hours credit

106 ENGINEERING DRAWING

Mr. Corbin

Intersections and developments. Assembly and detail drawings. Sections and dimensions. Required for all preengineering students. *Prerequisite:* Physics 105 or permission of the instructor. Does not count toward a major or minor in Physics. Three two-hour meetings.

Two hours credit

111-112 INTRODUCTORY PHYSICS

Messrs. Mara and Hendrickson

An introduction to classical mechanics, special relativity, electricity, magnetism, and light. The rudiments of calculus and vector analysis are introduced and used throughout. Students already having credit for Physics 101-102 can register for Physics 111-112 only with the permission of the department. *Prerequisite:* Mathematics 105-106 or 111-112 (may be taken concurrently). Three class hours, one conference hour, and three laboratory hours.

Eight hours credit

201-202 ENGINEERING MECHANICS

Mr. Scott

The fundamental principles of statics and dynamics with emphasis on analysis and problem solving. Required for all preengineering students. *Prerequisites:* Physics 111-112 and calculus.

Six hours credit

205 INTRODUCTION TO MODERN PHYSICS

Mr. Scott

A study of the experiments and interpretations which lead to modern atomic and nuclear theory. Special relativity, wave and particle interactions, elementary atomic and nuclear structure. *Prerequisites:* Physics 111-112 and calculus or the permission of the instructor. Three class hours and three laboratory hours.

Four hours credit

304-305 ELECTRONICS

Mr. Daniels

Analysis of direct and alternating current circuits, principles of electron tubes and semiconductor devices, circuits with tubes and transistors. *Prerequisites:* Physics 111-112 and calculus. Three class hours and three laboratory hours.

Eight hours credit

311-312 ELECTRICITY AND MAGNETISM

Mr. Hendrickson

The theory of classical electric and magnetic static fields and electromagnetic fields. An introduction to vector calculus is given at the start of the course. *Prerequisites:* Physics 111-112 and calculus.

Six hours credit

314 THERMODYNAMICS AND KINETIC THEORY

Mr. Scott

First and second laws of thermodynamics, equation of state, state functions, Maxwell-Boltzmann distribution. *Prerequisites:* Physics 111-112, Mathematics 321.

Three hours credit

316 ADVANCED PHYSICS LABORATORY

Mr. Scott

Selected experiments in areas such as heat and kinetic theory of gases, physical optics, and electrical measurements. *Prerequisites:* Physics 111-112, Physics 314 (ordinarily taken concurrently).

One hour credit

321-322 THEORETICAL PHYSICS

Mr. Mara

The mathematical methods of physics (matrices, vector spaces, linear operators, calculus of variations, partial differential equations, boundary value problems, special functions, Green's functions, etc.) applied to problems in classical mechanics, special relativity, electrodynamics, and quantum mechanics. *Prerequisites:* Physics 111-112 and Mathematics 321.

Six hours credit

331 QUANTUM MECHANICS

Mr. Haskins

Black body radiation, Schrödinger equation, eigenvalue problems, one electron atom, wave packets, spin and angular momentum, perturbation theory. Laboratory work in nuclear physics. *Prerequisites:* Physics 205 and 311-312 and Mathematics 321. Three class hours and three laboratory hours.

Four hours credit

332 ATOMIC AND NUCLEAR PHYSICS

Mr. Haskins

Atomic structure, quantum statistics, band theory of solids, collision theory, nuclear models, beta and gamma decay, nuclear reactions. *Prerequisite:* Physics 331. Three class hours and three laboratory hours.

Four hours credit

411-412 ELECTRICITY AND MAGNETISM SEMINAR Mr. Hendrickson

Covers the same fields as Physics 311-312. *Prerequisites:* Physics 111-112, calculus, and the permission of the instructor. One seminar afternoon.

Six hours credit

421-422 THEORETICAL PHYSICS SEMINAR Mr. Mara

Covers the same fields as Physics 321-322. *Prerequisites:* Physics 111-112, Mathematics 321 and the permission of the instructor. One seminar afternoon.

Six hours credit

431-432 QUANTUM MECHANICS SEMINAR, ATOMIC AND NUCLEAR PHYSICS SEMINAR Mr. Haskins

Covers the same fields as Physics 331-332. *Prerequisites:* Physics 205 and 311-312, Mathematics 321 and permission of the instructor. One seminar afternoon and one laboratory afternoon.

Eight hours credit

451-452 INDEPENDENT STUDY IN PHYSICS Staff

Experimental or theoretical study or research under the direct supervision of a staff member. Work is normally reported in a paper. Open to upperclass science and mathematics majors with the approval of the department. Conference hours and laboratory hours arranged, either or both semesters.

Credit hours arranged

Political Science

Professor Jarvis (Chairman)

Assistant Professors Boenau, Knox, and

Leh

Instructor Gillespie



Although reasonable men may differ as to the proper priority of human objectives and appropriate methods of attaining them, it is not just a

coincidence that man relies heavily upon the full cooperation and active participation of government as the most appropriate means of promoting some of his most cherished ideals. A good life, a better world, social and economic reforms, and higher standards of equality and justice based on great moral principles enacted into law—these are some of the things people should expect of their government in a democracy.

Regardless of one's calling in life, some training in the responsibilities of citizenship and all that this implies is essential if democratic government is to be as effective as it needs to be to meet these expectations. For college students the need is especially urgent. Leaders in public service, both domestic and foreign, will be increasingly in demand with expanding government functions. Majors in Political Science may look forward to careers in politics or diplomacy, the teaching of social studies, or the practice of law.

Requirements for a major are a minimum of 30 semester hours of Political Science, including courses 201, 202, and either 351 or 352.

Prelaw students, regardless of their major, are recommended to take course 311, 312. Juniors with satisfactory grade averages are eligible for the Washington Semester. Political Science 201, 301, 302, 303, 305, 316, and 341 fulfill the College Social Science requirement.

201 AMERICAN GOVERNMENT

Staff

An introduction to the study of government and politics, serving both as a basic course for more advanced study in this field and as a terminal course providing fundamental information for the student who elects it as part of a liberal arts education. Concentrates primarily on the national level of government, with attention being centered on constitutional principles and development, the democratic political process, the general nature of the three branches of government and their respective powers, and the relation of the individual citizen to his government. Repeated second semester.

Three hours credit

202 AMERICAN GOVERNMENT

Staff

Attention is given to specific functions of the national government and to more specialized activities of the administrative agencies. Foreign policies and problems, domestic policies and problems relating to government's economic powers, and the promotion of welfare and protection of individual rights are considered. In addition, state and local government units are studied and analyzed. *Prerequisite:* Political Science 201.

Three hours credit

301 EUROPEAN GOVERNMENTS

Mr. Boenau

Analysis and comparison of the structure and operation of the governments of Great Britain, France, West Germany, and the Soviet Union, and the study of the political processes of these countries.

Three hours credit

302 ASIAN GOVERNMENTS

Mr. Boenau

An analysis and comparison of the structure and political processes of the principal governments of Asia. Particular attention is devoted to China, Japan, and India.

Three hours credit

303 LATIN AMERICAN GOVERNMENTS

Mr. Jarvis

General characteristics in the structure of governments and political practices of Latin American countries are examined and analyzed. The significance of historical, social, economic, and geographical factors, as well as the role of the army, church, and organized labor in Latin American politics are discussed. Current domestic and international trends and problems of these countries are appraised.

Three hours credit

305 AFRICAN GOVERNMENTS

Mr. Jarvis

A study of contemporary independent states of Africa, their historical origins and colonial backgrounds, governmental organization and political processes, political leaders, common characteristics, patterns of political development, regional groupings, international implications, trends, problems, and prospects.

Three hours credit

311, 312 CONSTITUTIONAL LAW

Mr. Jarvis

The first semester deals largely with case studies of Supreme Court decisions involving the powers and limitations of the legislative, executive, and judicial branches of government at the national level and decisions involving the powers of state and local governments. The second semester deals with decisions relating to constitutional guarantees of individual rights. *Prerequisite:* Political Science 201 or permission of the instructor.

Six hours credit

315 INTERNATIONAL ORGANIZATION

Mr. Leh

The structure and functions of the United Nations. Particular attention is given to the record of the League of Nations, U.N. peacekeeping machinery, special agencies, regional organizations, and United Nations' contribution to the social, economic, and cultural development of states.

Three hours credit

316 INTERNATIONAL LAW

Mr. Leh

A survey course of the international community and its organization and law. Topics included for discussion are status of members in the community; jurisdiction over land, sea, and air; jurisdiction of nationals and aliens; international agents and types of international agreements; procedures for adjusting international differences; and techniques of international cooperation.

Three hours credit

321 STATE AND LOCAL GOVERNMENT

Mr. Gillespie

The structure, organization, functions and powers of state, county, and municipal governmental divisions are studied comparatively with special reference to Pennsyl-

vania forms and practices. Attention is given to current federal-state relations, state administrative management and reorganization, finances, and the problem of metropolitan areas. *Prerequisite:* Political Science 201. *Three hours credit*

322 PUBLIC ADMINISTRATION

Mr. Leh

The politics, structure, and procedure of governmental administration: national, state, and local. Particular attention is given to public personnel administration, budgeting, legal process, and the administrator's relationships with other branches of government. Actual situations in governmental administration studied through the use of cases. *Prerequisite:* Political Science 201. *Three hours credit*

331 POLITICAL PARTIES

Mr. Jarvis

A study of politics and politicians, party history, organization, procedures, policies, and prospects. Emphasis is placed on current party developments and trends, and attention is also given to the role of pressure groups in the political process. *Prerequisite:* Political Science 201 or permission of the instructor. *Three hours credit*

341 INTERNATIONAL RELATIONS

Mr. Knox

Emphasizing the major forces governing relations between nations, the influence of such factors as power, nationalism, imperialism, sovereignty, international law and organization, and diplomacy are dealt with. Attention is also given to current developments in regard to disarmament, American-Soviet relations, and the United Nations. *Three hours credit*

342 AMERICAN FOREIGN POLICY

Mr. Knox

The machinery and processes involved in foreign policy determination, past and present problems of American foreign policy, and commitments in special areas. Particular attention is given to American-Soviet relations, the problems posed by underdeveloped nations, and the role of the United States in the United Nations. Problem areas studied include Europe, the Middle East, Africa, Latin America, and Asia. *Prerequisite:* Political Science 341, or permission of the instructor. *Three hours credit*

351 HISTORY OF POLITICAL THOUGHT

Mr. Boenau

A study of certain of the classics in political theory in an attempt to direct the attention of the student to fundamental questions such as the nature of political obligation and the problems of freedom and authority. *Three hours credit*

352 MODERN POLITICAL THOUGHT

Mr. Boenau

Emphasis is placed on theoretical material which analyzes modern political society. Some attention is given to Communist theory and twentieth century totalitarianism as well as to contributions within the framework of traditional Western democracy. *Three hours credit*

401 SENIOR SEMINAR

Staff

Open only to majors with a B or better average in Political Science. Offers an opportunity to work on an advanced level in either foreign or domestic political studies. Specific area to be announced. Common core of reading with oral and written reports on individual research projects. Repeated second semester.

Three hours credit

403 INDEPENDENT STUDY

Staff

Open to majors who have demonstrated competence and ability to engage in individual research; permits qualified students to do extra reading of an intensive nature, especially those who intend to continue with graduate study in the field of government or law. Arrangements should be made with the instructor for permission to enroll in this course. Repeated second semester.

Hours and credit arranged

Psychology

Professors Smoke (Chairman) and
Platt
Associate Professor Shand
Assistant Professors Frank and Ramer
Assistant



The objectives of the department include promoting knowledge of the basic facts and principles of human experience and behavior, with emphasis on the formation of a scientific attitude toward behavior and an appreciation of the complexity of human personality. For advanced students an attempt is made to provide a balanced program of course offerings in both theoretical and applied Psychology. Students who plan to enter graduate school for training as professional psychologists may take courses that introduce them to such areas of specialization as clinical psychology, experimental psychology, and business and industrial psychology.

The career opportunities in psychology are numerous and varied. Al-

though college teaching and research continue to attract more well-trained psychologists than any other type of vocational endeavor, many psychologists are being employed by business and industrial organizations, public school systems, and federal, state, and local governmental agencies. The opportunities for employment are especially numerous in clinical psychology. One planning a career in any area of psychology should expect to spend at least a year in postgraduate study. This should be regarded as the barest minimum. Many of the best positions in professional psychology require three or four years of postgraduate training.

Psychology 201 is a prerequisite for all other courses in the department, and may be used in fulfilling the College requirement in Social Science. Requirements for a major include Psychology 201, 231, 305, 341, and 344, and 9 additional hours approved by the department. Students looking forward to admission to graduate school will be expected to take Psychology 311, preferably in their junior year. Such students will find that the independent study required in Psychology 402 and 405 will be desirable preparation for graduate work.

201 GENERAL PSYCHOLOGY

Staff

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated second semester.

Three hours credit

210 PSYCHOLOGICAL ANALYSIS OF ECONOMIC BEHAVIOR

A consideration of the economic roles of consumer, investor, and manager from the psychological point of view. Selected economic variables such as "demand" and "value" will be analyzed in terms of behavior theory. *Prerequisite:* Economics 201-202 or 203.

Three hours credit

214 SOCIAL PSYCHOLOGY

Mr. Smoke

The understanding of human experience and behavior in social situations. Topics considered include group dynamics, leaders and leadership, propaganda, prejudice, and the implications of psychological findings for international relations.

Three hours credit

220 DYNAMICS OF HUMAN ADJUSTMENT

Mr. Frank

Learning and perception are the unifying concepts in an introduction to the major principles underlying and accompanying human adjustment. In addition, students confront problems in clarifying and in attaining adjustment.

Three hours credit

225 CHILD AND ADOLESCENT PSYCHOLOGY Mrs. Fellenbaum

Children's behavior patterns are traced through stages of growth to maturity with consideration of personality development and character formation in home, school, church, and society. Some attention is given to problems of the exceptional child and the delinquent. Illustrative materials include visits to child care centers, research reports, case studies, and films. *Three hours credit*

231 PSYCHOLOGICAL STATISTICS Messrs. Platt and Ramer

An introduction to the descriptive and inferential statistics commonly used in Psychology. Among the topics included are measures of central tendency, variability, correlation and regression, reliability, and the testing of hypotheses. *Three hours credit*

305 EXPERIMENTAL PSYCHOLOGY Mr. Platt

An introduction to the scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and the design of experiments. The treatment and interpretation of experimental data are discussed. *Prerequisite:* Psychology 231. Three class hours and three laboratory hours. Repeated second semester. *Four hours credit*

311 PSYCHOLOGICAL TESTS AND MEASUREMENTS Mr. Shand

Fundamental principles are studied in the development of reliable and valid devices designed to reveal measurable characteristics of personality and behavior. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. Laboratory instruction necessary for the correlation of theory and practice is given. *Prerequisite:* Psychology 231. Two class hours and three laboratory hours. *Three hours credit*

312 PSYCHOLOGICAL TESTS AND MEASUREMENTS Mr. Shand

An introduction to individual and group tests of intelligence and to projective tests of personality. Opportunity is given for carrying out individual research projects involving the design and development of tests. Not a practicum course in the administration of tests, but one in which emphasis is placed on the theory of tests of intelligence and personality and on the design of tests in general. *Prerequisite:* Psychology 311. Two class hours and three laboratory hours. *Three hours credit*

316 PERCEPTION Mr. Platt

An introductory survey of current knowledge and theories of sensation and perception and the major classes of sensory and perceptual phenomena. The laboratories are concerned with the experimental study of stimulus properties, thresholds, adaptation effects, illusions, constancies, meaning, and the influence of motivational states on the perceptual process. *Prerequisite:* six hours credit in Psychology. Three class hours and three laboratory hours. *Four hours credit*

317 PSYCHOLOGY OF LEARNING

Mr. Frank

An introductory survey of contemporary approaches to learning. In addition, recent investigations in all phases of learning are examined, including a study of factors affecting the efficiency of human learning and retention. *Prerequisite:* six hours credit in Psychology. Three class hours and three laboratory hours.

Four hours credit

321 PSYCHOLOGY OF PERSONALITY

Mr. Smoke

Emphasis is placed on the nature and organization of personality traits and tendencies and the methods that can be used in studying personality. Consideration is given to a number of theories of personality structure, including those of "depth" psychologists such as Freud, Jung, and Adler.

Three hours credit

326 ABNORMAL PSYCHOLOGY

Mr. Shand

The various types of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles of hypnosis, psychoanalysis, and other types of psychotherapy are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to the Harrisburg State Mental Hospital. *Prerequisite:* six hours credit in Psychology and junior or senior standing.

Three hours credit

331 INTRODUCTION TO CLINICAL PSYCHOLOGY

Mr. Ramer

Not a course in clinical practice, but a survey of the field of clinical psychology, its problems, methods, and areas of application. *Prerequisite:* six hours credit in Psychology, and permission of the instructor.

Three hours credit

336 PHYSIOLOGICAL PSYCHOLOGY

Mr. Platt

Consideration is given to the relationship between behavior and the structure and functioning of the organism. Emphasis is placed on the neurological bases of sensation, perception, and learning, with some attention to recent research in psychopharmacology. *Prerequisite:* six hours credit in Psychology or eight hours credit in Biology.

Three hours credit

341 HISTORY OF PSYCHOLOGY

Mr. Shand

Reviews some of the basic theories, experiments, principles, concepts, methods, and findings which have evolved and shows how they form part of the subject matter of psychology today. Special attention is given to empiricism, associationism, structuralism, functionalism, behaviorism, gestalt, and psychoanalysis as schools of thought which have contributed to the formation of different theoretical points of view evident in present-day psychology. *Prerequisite:* six hours credit in Psychology.

Three hours credit

344 ADVANCED GENERAL PSYCHOLOGY

Mr. Ramer

Consideration is given at an advanced level to motivation, perception, learning,

and other topics introduced in General Psychology. *Prerequisite:* twelve hours credit in Psychology. *Three hours credit*

402 CONTEMPORARY PSYCHOLOGICAL LITERATURE Staff

Opportunity is given the student to do intensive and critical reading on topics of special interest to himself. Readings are limited to recent professional books, journal articles, and research reports which deal with significant contemporary developments in psychology. *Three hours credit*

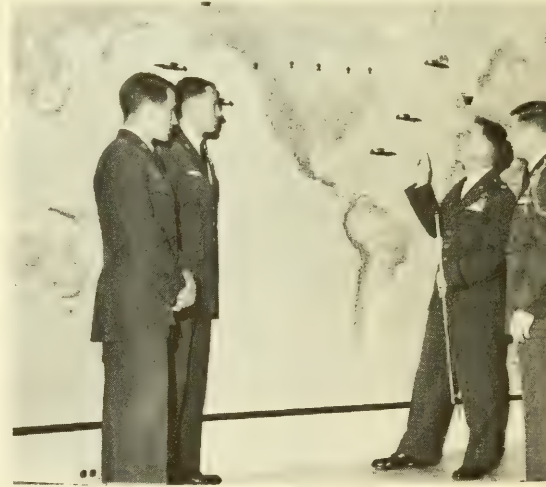
405 SENIOR RESEARCH Staff

In the senior research course, the student conducts an individual research project under supervision of a member of the staff. *Prerequisite:* permission of the instructor. Repeated second semester. *Hours and credit arranged*

Reserve Officers Training Corps

AIR FORCE ROTC: AEROSPACE STUDIES

Professor Pensyl (Chairman)
Assistant Professors Condie, Fulk, and Taylor
Assistant Instructors Brown, Davis, and Swiger



BASIC COURSE

201-202 WORLD MILITARY SYSTEMS

An introductory course that examines the world military forces and the political-military issues surrounding the existence of these forces. This includes a study of the United States Army and Navy, their doctrines, mission and employment concepts; a study of the military forces of NATO, CENTO, SEATO, and their role in free world security; an investigation of the military forces of the USSR, the Soviet Satellite Armies, and the Chinese Communist Army. *First semester:* two classroom periods plus leadership laboratory. *Second semester:* Academic subject plus leadership laboratory. (Offered for the last time in 1965-1966)

Two hours credit

AEROSPACE STUDIES, JUNIOR

301-302 GROWTH AND DEVELOPMENT OF AEROSPACE POWER

A survey course about the nature of war; development of airpower in the United States; mission and organization of the Defense Department; Air Force concepts, doctrine, and employment; astronautics and space operations; and the future development of aerospace power. Includes the United States space programs, vehicles, systems, and problems in space exploration. Three classroom hours per week plus leadership laboratory. *Six hours credit*

AEROSPACE STUDIES, SENIOR

311-312 THE PROFESSIONAL OFFICER

A study of professionalism, leadership, and management. Includes the meaning of professionalism, professional responsibilities, the military justice system, leadership theory, functions, and practices, management principles and functions, problem solving, and management tools, practices and controls. Three classroom hours per week plus leadership laboratory. *Six hours credit*

ARMY ROTC: MILITARY SCIENCE

Professor R. D. Moore (Chairman)

Assistant Professors Garshak and Gray

Assistant Instructors Bishard, Hodges, and Munson

BASIC COURSE

201-202 BASIC COURSE, SOPHOMORE

Leadership; American military history; map and aerial photograph reading; introduction to operations and basic tactics. Four periods, two in classroom and two in leadership laboratory. (Offered for the last time in 1965-1966) *Four hours credit*

ADVANCED COURSE

301-302 ADVANCED COURSE, JUNIOR

Leadership, military teaching methods, branches of the Army, tactics, communications, and leadership laboratory. Five periods, three in classroom and two in leadership laboratory. *Five hours credit*

311-312 ADVANCED COURSE, SENIOR

Command and staff, military intelligence, training management, logistics, military law, administration, and role of the U. S. in world affairs. Five periods, three in classroom and two in leadership laboratory. *Five hours credit*

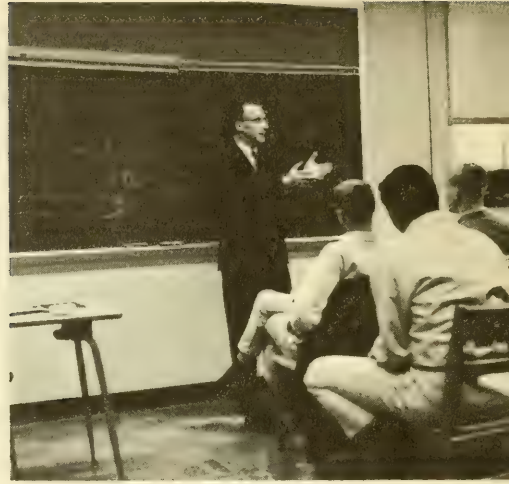
Romance Languages and Literatures

Professor Kurth (Chairman)

Associate Professors Barriga and
Sanborn

Assistant Professors Lehnberger, Playfoot, and
Weaner

Instructors Crook, Hendrickson, and O'Leary



The chief aim of the basic courses offered by the department is to give the student facility in the use of the spoken and written foreign language and some acquaintance with its literature. In recent years, the oral-aural aspect of modern language teaching has received much stress with the establishment of language laboratories which complement classroom instruction in the language. All students in the department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in McKnight Hall. French 101-102 and Spanish 101-102 students must spend at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literatures and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in the Romance Languages will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching and many fields of government service as well as for graduate study.

Requirements for a major in French or Spanish include a minimum of 30 semester hours above the 101-102 course. Majors in French must take 301, 302 and 18 hours in literature. Requirements for a major in Spanish include courses 301, 302 and 311, 312, plus two additional literature courses. These requirements may be waived in special cases at the discretion

of the department. However, all majors will be given a list describing the minimum basic reading for the senior comprehensive examinations and are urged to work steadily toward mastery of this material, beginning at the start of their junior year.

The following courses fulfill the College literature requirement: French 311, 312, 317, 318, 321, 322, 325, 326, 329, 330, 333, and 334; Spanish 311, 312, 315, 316, 321, 322, 323, 324, 327, 328, 331, and 332.

French 201, 202 or its equivalent is a prerequisite for all higher-numbered courses in French. Spanish 201, 202 or its equivalent is a prerequisite for all higher-numbered courses in Spanish.

FRENCH

101-102 ELEMENTARY FRENCH

Staff

Fundamentals of grammar, reading, and speaking.

Six hours credit

201, 202 INTERMEDIATE FRENCH

Staff

Grammar review, reading, composition and speaking. *Prerequisite:* French 101-102 or its equivalent.

Six hours credit

301, 302 ADVANCED FRENCH COMPOSITION AND CONVERSATION

Mr. Kurth

Study of French grammar, exercises in composition. Stress on oral expression.

Six hours credit

303 PRACTICAL PHONETICS

Mr. Playfoot

Practice in phonetic transcription and pronunciation. Laboratory course.

Three hours credit

305 METHODS OF TEACHING ROMANCE LANGUAGES

Mr. Playfoot and Mrs. Weaner

The teaching of modern foreign languages, its theories, materials and techniques, with especial application to French and Spanish.

Three hours credit

311, 312 SURVEY COURSE IN FRENCH LITERATURE

Mr. Kurth and Miss Lehnberger

A general survey of French literature from the Middle Ages to the present.

Six hours credit

316 HISTORY OF FRENCH CIVILIZATION

Mr. Playfoot

The development of French civilization is traced from the beginnings to the present.

Three hours credit

317, 318 FRENCH LITERATURE OF THE RENAISSANCE

Miss Lehnberger

Study of the intellectual ferment that was the Renaissance exemplified by representative works of its great prose writers. An examination of the lyric poetry of the Pleiade together with that of their predecessors. *Six hours credit*

321, 322 FRENCH CLASSICISM

Miss Lehnberger and Mr. Kurth

Study of this important literary movement, with an analysis and appreciation of its ideals and their embodiment in French literature of the seventeenth century. *Six hours credit*

325, 326 LITERATURE OF THE FRENCH ENLIGHTENMENT

Mr. Kurth

Critical study of the "esprit philosophique" as illustrated in writings of Montesquieu, Voltaire, Diderot, d'Alembert, Buffon, Rousseau, and others. *Six hours credit*

329, 330 FRENCH LITERATURE OF THE NINETEENTH CENTURY

Mr. Sanborn

Selections from poets and prose writers of the Romantic, Realistic, Naturalist, and Symbolist movements. *Six hours credit*

333, 334 FRENCH LITERATURE OF THE TWENTIETH CENTURY

Mr. Sanborn

The more recent literary tendencies of France, with special reference to national life and character. *Six hours credit*

401 SEMINAR

Staff

An intensive study of a particular aspect of French literature, civilization, or philology to be determined by the instructor in consultation with students registered for the course. For majors only. *Hours and credit to be arranged*

403 INDEPENDENT STUDY

Staff

Guided reading or research under the supervision of a member of the staff. For majors only, with consent of the department. *Hours and credit to be arranged*

SPANISH

101-102 ELEMENTARY SPANISH

Staff

Fundamentals of grammar, reading, and speaking.

Six hours credit

201, 202 INTERMEDIATE SPANISH

Staff

Review of Spanish grammar, reading, conversation, and composition *Prerequisite:* Spanish 101-102 or its equivalent. *Six hours credit*

166 *Romance Languages*

301, 302 ADVANCED SPANISH COMPOSITION AND CONVERSATION

Mrs. Weaner and Mr. Barriga

Practice in the written and oral use of the language through themes, individual speeches and group discussion. *Six hours credit*

305 METHODS OF TEACHING ROMANCE LANGUAGES

(See French 305)

311, 312 SURVEY COURSE IN SPANISH LITERATURE

Mrs. Hendrickson and Mr. Barriga

The development of the Spanish *generos literarios* to the present day. Geographical and historical background. *Six hours credit*

313, 314 CIVILIZATION OF SPAIN AND SPANISH AMERICA

Mrs. Hendrickson

A study of the civilization and cultural development of the Spanish-speaking peoples. First semester: Spain; second semester: Spanish America. *Six hours credit*

315, 316 SPANISH-AMERICAN LITERATURE

Mr. Barriga and Mrs. Weaner

A survey course with emphasis on poetry. *Six hours credit*

321, 322 NOVELA DEL SIGLO DE ORO

La *novela picaresca* and *Don Quijote*. *Six hours credit*

323, 324 TEATRO DEL SIGLO DE ORO

Lope de Vega and other dramatists of the Siglo de Oro. *Six hours credit*

327, 328 NINETEENTH CENTURY SPANISH NOVEL AND DRAMA

Mrs. Hendrickson and Mr. Barriga

The *costumbrista* movement. The neoclassic, romantic, and postromantic Spanish drama. *Six hours credit*

331, 332 TWENTIETH CENTURY SPANISH LITERATURE

Mrs. Weaner

Reading and study of outstanding novels, dramas, and poetry of the twentieth century, beginning with the generation of 1898. *Six hours credit*

401 SEMINAR

Staff

An intensive study of a particular aspect of Spanish literature, civilization, or philology to be determined by the instructor in consultation with students registered for the course. For majors only. *Hours and credits to be arranged*

403 INDEPENDENT STUDY

Staff

Guided reading or research under the supervision of a member of the staff. For majors only, with consent of the department. *Hours and credits to be arranged*

Russian (see German)

Sociology and Anthropology

Professor Bloss (Chairman)
Instructors Geevarghese
and Hamell



Sociology is a generalizing science of man in all his social relationships. It is concerned with group behavior, social organization, and the effects of social forces on personality. Through a variety of courses dealing with the behavior of men in families, communities, and other groups, it is hoped the student will acquire a greater understanding of himself and the society in which he lives.

Anthropology is a broadly integrative discipline focusing upon the nature of man as a whole; as a biological organism, social being, and carrier and creator of culture. A comparative science, it studies man in groups from all times and all places, seeking fundamental aspects of human behavior amidst the diversity of physical and cultural variables.

Knowledge gained from Sociology and Anthropology is useful throughout life and in various fields of work. In addition to providing education in preparation for a college teaching career, Sociology and Anthropology also offers work leading toward careers in the ministry, law, criminology, social work, city planning, and archaeology as well as many areas of research and administration in government and business. Anyone planning a career in any of these fields should expect to take graduate work leading to the master's degree.

Sociology and Anthropology 201 is a prerequisite for all other courses

in the department except as otherwise noted in course descriptions. Requirements for a major include Sociology and Anthropology 201, 204, 233, 331, 334, 401 and 9 additional hours in the department.

Sociology and Anthropology 201 or 204 may be used in fulfilling the College requirement in Social Science.

201 PRINCIPLES OF SOCIOLOGY

Miss Bloss and Mr. Geevarghese

Surveys basic forms of human association and interaction. Includes discussion of sociological theory and method, culture and personality, human ecology and population and social organization and disorganization. Social institutions and processes are analyzed and related to current national and world problems. Repeated second semester.

Three hours credit

204 INTRODUCTION TO GENERAL ANTHROPOLOGY

Mr. Hamell

A survey of the development of the discipline and of its principal findings in the fields of human paleontology, prehistory, physical, social, and cultural anthropology. No prerequisite. Repeated second semester.

Three hours credit

233 SOCIAL STATISTICS

Mr. Geevarghese

An introduction to social statistics. Intended for students who major in Sociology and other social sciences. Topics include frequency distributions, graphic representations, proportions, percentages, ratios, measures of central tendency, variability, normal distribution curve, sampling error, significance of differences between means, probability, correlation, regression, experimental design, simple analysis of variance and chi square. No prerequisite.

Three hours credit

301 CULTURAL DYNAMICS

Mr. Hamell

Analysis of the processes of change as they are manifested in stable societies and cultures and in those undergoing rapid transformation. Problems of acculturation. Prerequisite: Course 201 or 204.

Three hours credit

303 CULTURE AND PERSONALITY

Mr. Hamell

An examination of the interrelationships between the attitude and behavior systems of human individuals and the sociocultural systems in which they function. Development of the field, problem areas, application of methods of ethnography and psychology, some significant results, and their application to social, cultural, and clinical problems. Illustrative case material drawn principally from the ethnographic record. Prerequisite: Course 204. Alternates with Course 327.

Three hours credit

304 AMERICAN COMMUNITY PATTERNS

Mr. Geevarghese

Historic development of the modern urban community. Problems arising from urbanization and industrialization of society are analyzed.

Three hours credit

305 THE FAMILY

Miss Bloss

An examination of some of the social, psychological, and economic problems of the American family. Traces the shifting roles of family members today against the background of family life in other cultures and our recent history.

Three hours credit

308 INDUSTRIAL SOCIOLOGY

Miss Bloss

Analyzes social relations existing between management and labor in modern large-scale industry both within the plant and in industry as a whole, the reactions of workers to their situations, and the part played by industrial leadership in the community at large.

Three hours credit

309 DYNAMICS OF SMALL GROUPS

Mr. Geevarghese

The small group of two to twelve persons is considered as the fundamental social unit. Sociological theories and investigations of leadership, division of function, communication, and the web of interpersonal relations and controls in the small group are examined.

Three hours credit

311 PUBLIC OPINION

The nature and development of public opinion as related to cultural and psychological processes. A critical review of methods of opinion measurement and polling. Opinion changes are related to the rise of interest groups, publicity, and propaganda. Special attention is given to the various media of mass communication.

Three hours credit

315 CRIMINOLOGY

Miss Bloss

Analyzes the social, cultural, and psychological factors involved in development of the criminal. Our present system of criminal justice is evaluated. Objectives of an effective correctional system are emphasized.

Three hours credit

318 MINORITY GROUPS

Mr. Hamell

Ethnic minorities (national, "racial," and religious) in complex societies. Separation, integration, and assimilation seen as processes in acculturative situations. Examples drawn from major world areas, with emphasis on the American scene.

Three hours credit

326 INTRODUCTION TO SOCIAL WORK

Miss Bloss

The development of social work philosophy and practice from its beginnings to the present day with special attention given to its place in modern American society. Basic principles of social work are noted and studied in relation to their operation in case work, group work, and community organizations.

Three hours credit

327 PEOPLES AND CULTURES OF THE PACIFIC

Mr. Hamell

Culture history and ethnographic survey of Polynesia, Micronesia, Melanesia, and Indonesia. *Prerequisite:* Course 204. Alternates with Course 303.

Three hours credit

328 WORLD CULTURES

Mr. Hamell

A selective survey of peoples and cultures representing different degrees of societal complexity and various culture areas and natural environments. *Prerequisite:* Course 204.

Three hours credit

331 SOCIAL THEORY

Mr. Geevarghese

Important schools of contemporary sociological theory are reviewed. Structural functional theory, formal sociology, human ecology, neopositivism, historical sociology, microsociology, and neoevolutionism are analyzed and identified with leading European and American sociologists.

Three hours credit

334 METHODS OF SOCIAL RESEARCH

Mr. Geevarghese

The interview, schedule, participant and nonparticipant observer techniques, statistics, and other devices are discussed as tools in systematic observation of social behavior. Research projects and social surveys are planned, organized, and conducted. *Prerequisites:* Courses 201 or 204 and 233 or its equivalent.

Three hours credit

401 SEMINAR

Miss Bloss

Students are directed in reading and research on selected topics related to the field of sociology.

Three hours credit

Spanish (See Romance Languages)

Speech (See English)

The Alumni

THE GETTYSBURG College Alumni Association was founded in 1835. All graduates and former students automatically become members of the association and are encouraged to participate in its activities. Its purpose is to maintain the close ties between the College and its alumni which were formed during student days on campus. In so doing the College continues to exert its "salutary influence" on its alumni, and its alumni in return serve the College in a variety of ways.

Alumni cooperate to insure that the liberal arts thrive at Gettysburg. They give of their time and talents to interest qualified students in Gettysburg College, make available scholarships and loans, and help provide adequate campus facilities.

To promote service to the College and fellowship among its alumni, Gettysburgians have organized 36 alumni clubs in localities spanning the United States from New England to Southern California. In these areas and elsewhere there are many individual alumni working with the Admissions Office and the Secondary Schools Committee of the Alumni Association to provide firsthand information about Gettysburg College for prospective students. In late summer alumni clubs sponsor send-off dinners honoring entering freshmen and their parents.

The College underwrites a flourishing Alumni Office, with an executive director and a clerical staff. This office administers the Alumni Loan Fund by which a senior needing financial aid may borrow up to \$600. The office also keeps information files and acts as a secretarial center for alumni activity.

The College communicates with former students through a regularly published magazine, newsletters, and other incidental publications, all issued by the Alumni Office. The Alumni Secretary and his staff also plan Homecoming Weekend, held in the fall, Alumni Weekend in the spring, and a variety of other on and off-campus alumni gatherings throughout the year.

Register

Board of Trustees¹

Terms expire in 1965

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News staff, Camden (N. J.) *Courier-Post*. Pennsauken, N. J.
- RICHARD C. WETZEL (1941)
President, Wytheville Corporation. Wyomissing, Pa.
- WARREN C. HEINLY, D.D. (1957)
Central Pennsylvania Synod Trustee
Pastor, Grace Lutheran Church. Lancaster, Pa.
- MILLARD E. GLADFELTER, Ph.D. (1958)
President, Temple University. Jenkintown, Pa.
- WILLIAM H. B. STEVENS (1959)
Alumni Trustee
Partner, Latham-Stevens Company, Insurance Brokers. Harrisburg, Pa.

Terms expire in 1966

- CLYDE E. GERBERICH (1937)
Retired businessman. Mount Joy, Pa.
- MRS. CHARLES W. BAKER, JR. (1947)
Guidance Counselor, Springdale Senior High School. Springdale, Pa.
- CHESTER S. SIMONTON, D.D. (1948)
Retired clergyman. York, Pa.
- GORDON D. WHITCRAFT (1954)
Feature editor, Philadelphia *Evening Bulletin*. West Chester, Pa.
- BERTRAM M. WILDE (1954)
President, Janney, Battles, and E. W. Clark, Inc. Investment Bankers.
Narberth, Pa.
- PAUL H. RHOADS, *Chairman* (1960)
Attorney. Harrisburg, Pa.
- LEWIS C. MANGES, JR., M.D. (1960)
Alumni Trustee
Surgeon. Hancock, N. Y.
- THE HONORABLE DWIGHT D. EISENHOWER (1961)
Former President of the United States. Gettysburg, Pa.
- MRS. JOSIAH W. KLINE (1962)
Kline Foundation. Harrisburg, Pa.

¹ The date following the name indicates the beginning year of present service on the Board of Trustees.

Terms expire in 1967

- HORACE G. PORTS (1955)
Attorney. York, Pa.
- DONALD K. WEISER (1955)
General Manager, Illinois Office, Aetna Casualty and Surety Company. Glen Ellyn, Ill.
- JULIUS G. HLUBB, Ph.D. (1958)
Maryland Synod Trustee
Principal, Baltimore City College. Baltimore, Md.
- LUTHER H. SNYDER, M.D. (1961)
Alumni Trustee
Physician. Washington, D. C.
- G. THOMAS MILLER (1963)
Central Pennsylvania Synod Trustee
Attorney. Harrisburg, Pa.

Terms expire in 1968

- JOHN S. RICE (1939)
Former U. S. Ambassador to the Netherlands, Gettysburg, Pa.
- LAVERN H. BRENNEMAN, *Secretary* (1962)
Alumni Trustee
President, York-Shipley, Inc. York, Pa.
- RALPH W. McCREARY (1964)
President, McCreary Tire and Rubber Company. Indiana, Pa.

Terms expire in 1969

- EDGAR D. ZIEGLER (1961)
Central Pennsylvania Synod Trustee
Pastor, St. Mark's Lutheran Church. Hanover, Pa.
- HOWARD TREXEL (1963)
Central Pennsylvania Synod Trustee
Public School Administrator. Somerset, Pa.
- ROBERT C. FLUHRER (1963)
Attorney. York, Pa.
- FRED B. DAPP (1963)
Alumni Trustee
Vice-President, Henry & Rockey Insurance. Mechanicsburg, Pa.
- J. DONALD GLENN (1964)
Assistant Plant Manager, Armstrong Cork Co. Lancaster, Pa.

Terms expire in 1970

GEORGE E. ALLEN (1958)

Attorney. Washington, D. C.

C. HAROLD JOHNSON, M.D. (1964)

Alumni Trustee

Physician. Gettysburg, Pa.

ROBERT M. WACHOB (1964)

Vice-President-Marketing, American Telephone and Telegraph Co. New York.

DANIEL J. ANDERSEN (1964)

Attorney. Washington, D. C.

RAYMOND C. MYERS (1964)

Maryland Synod Trustee

Senior Pastor, Epiphany Lutheran Church. Baltimore, Md.

Ex-Officio

J. FRANK FIFE (1963)

President, Maryland Synod

Baltimore, Md.

DWIGHT F. PUTMAN, D.D. (1962)

President, Central Pennsylvania Synod

Harrisburg, Pa.

CARL ARNOLD HANSON, Ph.D. (1961)

President, Gettysburg College. Gettysburg, Pa.

The Administration

(As of March 1, 1965)

CARL ARNOLD HANSON

President

B.A., University of Akron; Ph.D., Cornell University; LL.D., University of Akron; L.H.D., Roanoke College

JOHN W. VANNORSALL

Chaplain

B.A., Harvard University; B.D., Lutheran Theological Seminary, Philadelphia

JOHN H. KNICKERBOCKER¹

Historian and Director, Civil War Institute

B.A., M.A., Columbia University

¹ Died December 27, 1964

CHARLES H. GLATFELTER

Dean of the College and Director of Summer Session

B.A., Gettysburg College; Ph.D., The Johns Hopkins University

MARTIN H. CRONLUND

Director of Admissions

B.A., Gettysburg College; M.A., Temple University

DEANE G. BORNHEIMER

Assistant Director of Admissions

B.A., Gettysburg College; M.Ed., University of Maine

JANET O. RHOADS

Admissions Counselor

ALAN L. BUECHLER

Admissions Counselor

B.A., Gettysburg College

MILDRED H. HARTZELL

Registrar

B.S., Gettysburg College

LILLIAN H. SMOKE

Librarian

B.A., Juniata College; B.S.L.S., Columbia University

DOROTHY J. RIDDAGH

Catalogue Librarian

B.A., Wilson College; B.S.L.S., Drexel Institute

SARAH B. WESTINE

Readers' Services Librarian

B.S., Simmons College

DORIS M. KEMLER

Audio-Visual Librarian

B.S., M.A., University of Minnesota

NANCY C. SCOTT

Assistant Catalogue Librarian

B.A., M.L.S., University of Pittsburgh

ANNA JANE MOYER

Assistant Readers' Services Librarian

B.A., Susquehanna University; M.S.L.S., Drexel Institute

JOHN W. SHAINLINE

Dean of Students

B.A., Gettysburg College; M.A., Columbia University

MARTHA H. STOREK

Dean of Women

B.A., Connecticut College; Ph.D., Bryn Mawr College

W. RAMSAY JONES

Dean of Men

B.A., Gettysburg College

DAVID M. LONG

Placement and Financial Aid Officer

B.A., Lebanon Valley College; M.Ed., Temple University

WILLIAM H. JONES

Guidance Officer

B.A., Eastern Nazarene College; M.A., University of Wisconsin

LEWIS B. FRANK

Counseling Psychologist

B.S., Franklin and Marshall College; M.A., The Johns Hopkins University

J. MICHAEL McGRATH

Clinical Consultant

B.S., University of Notre Dame; M.D., Temple Medical School

HAROLD O. CLOSSON, JR.

Director of Student Union

B.S., University of Maryland

CHESTER G. CRIST

Medical Director, Emeritus

M.D., Medico Chi of Philadelphia

DOUWE L. RADSMAN

College Physician

M.D., University of Amsterdam

HAROLD O. CLOSSON, SR.

Assistant College Physician

B.S., M.D., Creighton University

F. STANLEY HOFFMAN

Business Manager and Treasurer

B.S., M.S., Gettysburg College

STEVE C. DUNLAP

Assistant Business Manager

B.S., University of Pittsburgh

JAY P. BROWN

Bursar

REX MADDUX

Superintendent of Buildings and Grounds

PAUL G. PETERSON

Director of Development

B.A., St. Olaf College; M.S.M., Union Theological Seminary

RICHARD E. WALKER

Alumni Secretary

B.A., Gettysburg College

ROSEA ARMOR

Administrative Assistant to the Alumni Secretary

HARRIE G. BURDAN

Director of Public Relations

B.A., Gettysburg College

RAYMOND S. DAVIS

Director of Public Information

B.S., Gettysburg College

The Faculty

(As of March 1, 1965)¹

CARL ARNOLD HANSON, *President*

B.A., University of Akron; Ph.D., Cornell University; LL.D., University of Akron; L.H.D., Roanoke College.

1961-

CHARLES H. GLATFELTER, *Dean of the College and Professor of History*

B.A., Gettysburg College; Ph.D., The Johns Hopkins University.

1949-

EMERITI

WILBUR E. TILBERG, *Dean of the College, Emeritus*

B.A., Bethany College; M.A., University of Kansas; Ph.D., University of Wisconsin.

1927-1955

CLAYTON E. BILHEIMER, *Professor of Physical Education, Emeritus*

M.E., Lehigh University; M.A., Columbia University.

1927-1953

WILLIAM C. WALTEMYER, *Professor of English Bible, Emeritus*

B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg;

M.A., Ph.D., American University.

1929-1960

JOHN B. ZINN, *Professor of Chemistry, Emeritus*

B.S., Gettysburg College; Ph.D., The Johns Hopkins University.

1924-1959

ALBERT BACHMAN, *Professor of Romance Languages, Emeritus*

Ph.D., University of Zurich; Agregation, University of Zurich; Ph.D., Columbia University.

1931-1963

WILLIAM D. HARTSHORNE, JR., *Associate Professor of Romance Languages, Emeritus*

B.A., M.A., Haverford College; *Diplôme de Professeur de français à l'étranger*, University of Toulouse.

1928-1959

¹ Members of the faculty are listed alphabetically within rank. The dates given indicate the years of service on the faculty.

HAROLD M. MESSER, *Associate Professor of Biology, Emeritus*
Ph.B., Brown University; M.A., Columbia University.
1947-1963

PROFESSORS

ROBERT D. BARNES, *Professor of Biology, Department Chairman*¹
B.S., Davidson College; Ph.D., Duke University.
1955-

ROBERT L. BLOOM, *Adeline Sager Professor of History, Department Chairman*
B.S., Shippensburg State College; M.A., Duke University; Ph.D., Columbia University.
1949-

M. ESTHER BLOSS, *Professor of Sociology, Department Chairman*
B.A., Cornell University; M.A., Ph.D., Columbia University.
1953-

EARL BOWEN, *Dr. Charles H. Graff Professor of Biology*²
B.A., Hendrix College; M.A., Ph.D., Harvard University.
1939-1965

HENRY T. BREAM, *Professor of Health and Physical Education, Department Chairman*
B.S., Gettysburg College; M.A., Columbia University.
1926-

BASIL L. CRAPSTER, *Professor of History*
B.A., Princeton University; M.A., Ph.D., Harvard University.
1949-

WILLIAM C. DARRAH, *Professor of Biology*
B.S., University of Pittsburgh.
1957-

HAROLD A. DUNKELBERGER, *Amanda Rupert Strong Professor of Biblical Literature and Religion, Department Chairman*
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Columbia University.
1950-

EDWIN D. FREED, *Professor of Biblical Literature and Religion*
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Harvard University.
1948-1951, 1953-

RICHARD B. GEYER, *Graeff Professor of English, Department Chairman*
B.A., M.A., Miami University; Ph.D., Northwestern University.
1954-

JOHN G. GLENN, *Pearson Professor of Classics, Department Chairman*
B.A., M.A., Wesleyan University; Ph.D., Princeton University.
1925-

¹ On leave of absence, first semester, 1964-1965

² Died February 3, 1965

- LEONARD I. HOLDER, *Professor of Mathematics, Department Chairman*
B.S., M.S., Agricultural and Mechanical College of Texas; Ph.D., Purdue University.
1964-
- CHESTER E. JARVIS, *Professor of Political Science, Department Chairman*
B.A., M.A., University of California; Ph.D., University of Pennsylvania.
1950-
- ARTHUR L. KURTH, *Professor of Romance Languages, Department Chairman*
B.A., Yale College; Ph.D., Yale University.
1962-
- RALPH D. LINDEMAN, *Professor of English*
B.A., University of Pittsburgh; M.A., Columbia University; Ph.D., University of Pittsburgh.
1952-
- RICHARD T. MARA, *Sahm Professor of Physics, Department Chairman*
B.A., Gettysburg College; M.S., Ph.D., University of Michigan.
1953-
- FRANCIS C. MASON, *Professor of English*
B.A., M.A., University of Virginia; M.A., Harvard University; Ph.D., University of Virginia.
1925-
- LT. COL. ROBERT D. MOORE, *Professor of Military Science, Department Chairman*
B.A., George Washington University.
1964-
- MAJOR JON P. PENSYL, *Professor of Aerospace Studies, Department Chairman*
B.A., Ohio State University.
1963-
- CHARLES E. PLATT, *Professor of Psychology*
B.A., Wittenberg University; M.A., Ph.D., Ohio State University.
1957-
- INGOLF QUALLY, *Professor of Art, Department Chairman*
B.A., St. Olaf College; B.F.A., M.F.A., Yale University.
1956-
- WILLIAM F. RAILING, *Professor of Economics, Department Chairman*
B.S., United States Merchant Marine Academy; B.A., The Johns Hopkins University; Ph.D., Cornell University.
1964-
- NORMAN E. RICHARDSON, *William Bittinger Professor of Philosophy, Department Chairman*
B.A., Amherst College; B.D., Yale Divinity School; Ph.D., Yale University.
1945-
- RUSSELL S. ROSENBERGER, *Professor of Education, Department Chairman*
B.S., Geneva College; M.Litt., Ed.D., University of Pittsburgh.
1956-

CALVIN E. SCHILDKNECHT, *Ockershausen Professor of Chemistry, Department Chairman*

B.S., Gettysburg College; Ph.D., The Johns Hopkins University.
1959-

HENRY SCHNEIDER III, *Franklin Professor of German, Department Chairman*

B.A., M.A., Ph.D., Princeton University.
1964-

CHARLES A. SLOAT, *Professor of Chemistry*

B.S., Gettysburg College; M.A., Haverford College; Ph.D., Princeton University.
1927-

KENNETH L. SMOKE, *Professor of Psychology, Department Chairman*

B.A., M.A., Ph.D., Ohio State University.
1927-1929, 1946-

MILTON L. STOKES, *Professor of Economics*

B.A., M.A., LL.B., University of Toronto; Ph.D., University of Pennsylvania.
1950-

PARKER B. WAGNILD, *Professor of Music, Department Chairman*

B.A., St. Olaf College; M.S.M., Union Theological Seminary; B.D., Lutheran Theological Seminary, Gettysburg; M.A., New York University.
1937-

GLENN S. WEILAND, *Professor of Chemistry*

B.S., M.S., Ph.D., University of Maryland.
1946-1947, 1949-

KWANG-CHUNG YU, *Visiting Professor of English*¹

B.A., National Taiwan University; M.F.A., State University of Iowa.

ASSOCIATE PROFESSORS

R. HENRY ACKLEY, *Associate Professor of Music*²

B.A., Western Maryland College; Peabody Conservatory of Music.
1953-

PAUL R. BAIRD, *Associate Professor of Economics*

B.A., M.A., Pennsylvania State University.
1951-

GUILLERMO BARRIGA, *Associate Professor of Spanish*

B.S., Colombian Naval Academy; M.A., Middlebury College; Ph.D., University of Madrid.
1951-

NEIL W. BEACH, *Associate Professor of Biology*

B.S., M.S., Ph.D., University of Michigan.
1960-

HARRY F. BOLICH, *Associate Professor of Speech and Director of Debating*

B.A., M.A., Bucknell University.
1947-

¹ Second semester, 1964-1965

² On leave of absence, first semester, 1964-1965

- THEODORE C. DANIELS, *Associate Professor of Physics*
B.A., Oberlin College; Ph.D., Syracuse University.
1954-
- EUGENE M. HAAS, *Associate Professor of Health and Physical Education*
B.A., Gettysburg College; M.A., Columbia University.
1954-
- HERBERT G. HAMME, *Associate Professor of Romance Languages*¹
B.A., Dickinson College; M.A., Gettysburg College.
1922-1923, 1924-1964
- J. RICHARD HASKINS, *Associate Professor of Physics*
B.S., University of Texas; Ph.D., Ohio State University.
1959-
- THOMAS J. HENDRICKSON, *Associate Professor of Physics*
B.S., M.S., University of Michigan; Ph.D., Iowa State College.
1960-
- LESTER O. JOHNSON, *Associate Professor of Education*¹
B.A., St. Olaf College; M.A., University of Minnesota.
1930-
- GRACE C. KENNEY, *Associate Professor of Health and Physical Education*
B.S., New York University; M.A., Columbia University.
1948-
- M. SCOTT MOORHEAD, *Associate Professor of Mathematics*
B.S., M.A., Washington and Jefferson College; Ph.D., University of Pittsburgh.
1955-
- RUTH E. PAVLANTOS, *Associate Professor of Classics*
B.A., College of Wooster; M.A., Ph.D., University of Cincinnati.
1963-
- JAMES D. PICKERING, *Associate Professor of English*²
B.A., M.A., Wesleyan University; Ph.D., Columbia University.
1954-
- ALEX T. ROWLAND, *Associate Professor of Chemistry*
B.A., Gettysburg College; Ph.D., Brown University.
1958-
- WILLIAM L. SANBORN, *Associate Professor of French*
B.A., Dickinson College; *Diplôme Supérieur de Civilisation Française, Doctorat D'Université de Paris*.
1953-
- W. RICHARD SCHUBART, *Associate Professor of Philosophy*
B.A., Dartmouth College; M.A., Columbia University.
1950-
- JOHN D. SHAND, *Associate Professor of Psychology*
B.A., Amherst College; M.A., Harvard University; Ph.D., University of Chicago.
1954-

¹ Died December 27, 1964

² On leave of absence, first semester, 1964-1965

KATHRINE KRESSMANN TAYLOR, *Associate Professor of English*
B.A., University of Oregon.
1947-

CONWAY S. WILLIAMS, *Associate Professor of Economics*
B.A., Columbia University; M.S., Columbia School of Business.
1949-

JOSEPH K. WOLFINGER, *Associate Professor of English*
B.A., St. John's College; M.A., The Johns Hopkins University.
1946-

WALDEMAR ZAGARS, *Associate Professor of Economics*
Mag. oec., Dr. oec., University of Riga.
1956-

EARL E. ZIEGLER, *Associate Professor of Mathematics*
B.S., M.S., Gettysburg College.
1935-

ASSISTANT PROFESSORS

NORMAN L. ANNIS, *Assistant Professor of Art*
B.A., Iowa State Teachers College; M.F.A., State University of Iowa.
1960-

EDWARD J. BASKERVILLE, *Assistant Professor of English*
B.S., Lehigh University; M.A., Columbia University.
1956-

GARETH V. BISER, *Assistant Professor of Health and Physical Education*
B.S., Gettysburg College; M.S., Syracuse University.
1959-

GRAHAM BLAKE, *Assistant Professor of Chemistry*
B.Sc. hons.; Ph.D., Nottingham University.
1964-

ARTHUR B. BOENAU, *Assistant Professor of Political Science*
B.A., Amherst College; M.A., Ph.D., Columbia University.
1957-

MAYNARD F. BRASS, *Assistant Professor of History*
B.A., University of Minnesota; M.A., Ph.D., State University of Iowa.
1964-

MARIE BUDDÉ, *Assistant Professor of Music*
B.M., Curtis Institute of Music; Peabody Conservatory of Music.
1958-

BRUCE W. BUGBEE, *Assistant Professor of History*¹
B.A., College of William and Mary; M.A., Ph.D., University of Michigan.
1958-

ALBERT W. BUTTERFIELD, *Assistant Professor of Mathematics*
B.S., United States Naval Academy; M.A., University of Michigan.
1958-

¹ On leave of absence, first semester, 1964-1965

- JOHN B. CARPENTER, *Assistant Professor of Health and Physical Education*
B.S., M.Ed., Pennsylvania State University.
1958-
- GLENDON F. COLLIER, *Assistant Professor of German and Russian*
B.A., Franklin and Marshall College; M.A., University of California.
1957-
- CAPT. WILLIAM M. CONDIE, *Assistant Professor of Aerospace Studies*
B.S., Utah State Agricultural College.
1962-
- CURTIS E. COULL, *Assistant Professor of Health and Physical Education*
B.A., Gettysburg College; M.Ed., Temple University.
1958-
- CHAN L. COULTER, *Assistant Professor of Philosophy*
B.A., State University of Iowa; M.A., Ph.D., Harvard University.
1958-
- E. DOUGLAS DANFELT, *Assistant Professor of Music*
B.Mus., Eastman School of Music; M.A., Columbia University; A.Mus.D.,
University of Rochester.
- EDITH D. FELLENBAUM, *Assistant Professor of Education*
B.A., Gettysburg College; M.A., The Johns Hopkins University.
1963-
- LEWIS B. FRANK, *Assistant Professor of Psychology*
B.S., Franklin and Marshall College; M.A., The Johns Hopkins University.
1957-
- ROBERT H. FRYLING, *Assistant Professor of Mathematics*
B.A., Gettysburg College; M.S., University of Pittsburgh.
1947-1950, 1958-
- CAPT. JAMES W. FULK, *Assistant Professor of Aerospace Studies*
B.S., Ball State Teachers College.
1964-
- CAPT. FRANCIS D. GARSHAK, *Assistant Professor of Military Science*
B.S., Duquesne University.
1964-
- ROBERT M. GEMMILL, *Assistant Professor of Economics*¹
B.A., Gettysburg College; M.A., University of Pennsylvania.
1958-
- HAROLD L. GLAD, *Assistant Professor of Health and Physical Education*
B.S., Maryville College; M.A., Columbia University.
1959-
- CAPT. ERNEST D. GRAY, *Assistant Professor of Military Science*
B.S., University of Dayton.
1963-

¹ On leave of absence, 1964-1965

- LOUIS J. HAMMANN, *Assistant Professor of Biblical Literature and Religion*
B.A., Gettysburg College; B.D., Yale Divinity School; M.A., Pennsylvania State University.
1956-
- C. ROBERT HELD, *Assistant Professor of Classics*
B.A., Gettysburg College; M.A., Princeton University.
1954-1955, 1956-
- JOHN T. HELD, *Assistant Professor of Education*¹
B.A., Gettysburg College; M.A., Columbia University; M.S., University of Illinois.
1960-
- EDMUND R. HILL, *Assistant Professor of Economics*
B.Com., McGill University; Ph.D., University of Pittsburgh.
1961-
- ROBERT T. HULTON, *Assistant Professor of Health and Physical Education*
B.A., Grove City College.
1957-
- R. EUGENE HUMMEL, *Assistant Professor of Health and Physical Education*
B.A., Gettysburg College; M.A., Columbia University.
1957-
- ROBERT S. KNOX, *Assistant Professor of Political Science*
B.A., Harvard University; M.A., Georgetown University.
1959-
- ROBERT G. LEH, *Assistant Professor of Political Science*
B.A., Lafayette College; M.A., Ph.D., University of Pennsylvania.
1963-
- SIGRID L. LEHNBERGER, *Assistant Professor of Romance Languages*
B.A., Hofstra College; M.A., Duke University; Ph.D., The Johns Hopkins University.
1952-1956, 1959-
- JACK S. LOCHER, *Assistant Professor of English*
M.A., University of Chicago.
1957-
- ROWLAND E. LOGAN, *Assistant Professor of Biology*
B.A., University of California; M.S., Ph.D., Northwestern University.
1958-
- JOHN H. LOOSE, *Assistant Professor of Biblical Literature and Religion*
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg;
M. A., Ph.D., University of Chicago.
1959-
- MARIE MCLENNAND, *Assistant Professor of English*
B.A., M.A., University of Pittsburgh.
1955-

¹ On leave of absence, 1964-1965

- CAREY A. MOORE, *Assistant Professor of Biblical Literature and Religion*
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg.
Ph.D., The Johns Hopkins University.
1955-1956, 1959-
- MAYNARD R. PLAYFOOT, *Assistant Professor of Romance Languages*
B.A., M.A., New York State College for Teachers, Albany.
1956-
- JOHN C. RAMER, *Assistant Professor of Psychology*
B.A., Gettysburg College; M.S., Washington State University; Ph.D., University
of Washington.
1964-
- EMILE O. SCHMIDT, *Assistant Professor of English and Director of Dramatics*
B.A., Ursinus College; M.A., Columbia University.
1962-
- WALTER J. SCOTT, *Assistant Professor of Physics*
B.A., Swarthmore College; M.S., Lehigh University.
1959-
- HOWARD G. SHOEMAKER, *Assistant Professor of Health and Physical Education*
B.A., Gettysburg College; M.A., Columbia University.
1957-
- JOHN R. STEMEN, *Assistant Professor of History*¹
B.A., Yale University; M.A., Ph.D., Indiana University.
1961-
- MARY MARGARET STEWART, *Assistant Professor of English*
B.A., Monmouth College; Ph.D., Indiana University.
1959-
- NELSON R. SULOUFF, *Assistant Professor of Biblical Literature and Religion*
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg.
1958-
- MAJOR DEWEY F. TAYLOR, *Assistant Professor of Aerospace Studies*
B.S., Shippensburg State College.
1964-
- ROBERT H. TRONE, *Assistant Professor of Biblical Literature and Religion*²
B.A., Gettysburg College; B.D., Yale Divinity School; M.A., Catholic University.
1956-
- JANIS H. WEANER, *Assistant Professor of Spanish*
B.A., Mary Washington College of the University of Virginia; M.A., New York
University.
1957-
- DEXTER N. WEIKEL, *Assistant Professor of Music*
B.S., Susquehanna University; M.A., Pennsylvania State University.
1962-

¹ On leave of absence, 1964-1965

² On leave of absence, 1964-1965

INSTRUCTORS

- JOAN T. CROOK, *Instructor in French*
B.A., George Washington University
1961-
- HELEN H. DARRAH, *Instructor in Biology*
B.S., M.S., University of Pittsburgh
1961-
- GEORGE E. FARLEY, *Instructor in Chemistry*
B.A., Gettysburg College; M.A.T., Duke University
1962-
- RALPH FLOOD, *Instructor in English*
B.A., M.A., University of Pennsylvania.
1962-
- NORMAN O. FORNESS, *Instructor in History*
B.A., Pacific Lutheran University; M.A., Washington State University; Ph.D.,
Pennsylvania State University.
1964-
- WALDEN S. FREEMAN, *Instructor in History*
B.A., M.A., Butler University.
1963-
- P. K. GEEVARGHESE, *Instructor in Sociology*
B.D., Serampore College; S.T.M., Union Theological Seminary; M.A., Miami
University; Ph.D., Ohio State University
1964-
- ROBERT T. GILLESPIE, *Instructor in Political Science*
B.A., Washington College; M.A., University of Rhode Island
1961-
- JANVIER L. HAMELL, *Instructor in Anthropology*
B.A., M.A., University of Pennsylvania.
1961-
- CAROLINE M. HENDRICKSON, *Instructor in Spanish*
B.A., Wellesley College; M.A., Columbia University.
1959-
- SHERMAN S. HENDRIX, *Instructor in Biology*
B.A., Gettysburg College; M.A., Florida State College.
1964-
- VIRGINIA M. HUFFMAN, *Instructor in Health and Physical Education*
B.S., East Stroudsburg State College; M.S., Pennsylvania State University.
1963-
- VERNON L. INGRAHAM, *Instructor in English*
B.A., University of New Hampshire; M.A., Amherst College
1963-

JOHN F. LAVELLE, *Instructor in Mathematics*

B.A., University of Minnesota; M.Ed., University of Toledo; M.A., Bowling Green State University.

1963-

WILLIAM ROBERT MAY, *Instructor in Biblical Literature and Religion*

B.A., Millersville State College; B.D., Lutheran Theological Seminary, Gettysburg.

1961-

JOHN E. MERRYMAN, *Instructor in Education*

B.A., M.A., Bob Jones University; M.Ed., University of Pittsburgh.

1964-

NORMAN K. NUNAMAKER, *Instructor in Music*

B.A., Bowling Green State University; M.M., Indiana University.

1963-

HARRIET L. O'LEARY, *Instructor in French*

B.A., Western Reserve University; M.A., Radcliffe College.

1963-

JACK A. OZEGOVIC, *Instructor in Art*

B.F.A., M.A., M.F.A., Michigan State University.

1964-

JANET M. POWERS, *Instructor in English*

B.A., Bucknell University; M.A., University of Michigan.

1963-

KENNETH R. RAESSLER, *Instructor in Music*

B.S., West Chester State College; M.M., Temple University.

1963-

CONSTANCE L. REID, *Instructor in German*

B.A., Southern Methodist University; M.A., Indiana University.

1964-

RAY R. REIDER, *Instructor in Health and Physical Education*

B.A., Gettysburg College; M.Ed., Pennsylvania State University.

1962-

JAMES F. SLAYBAUGH, *Instructor in Education*

B.A., Roanoke College.

1964-

RUBY J. STEELE, *Instructor in Health and Physical Education*

B.S., East Stroudsburg State College; M.A., Colorado State College.

1963-

HORST SYLVESTER, *Instructor in Economics*

B.A., Gettysburg College; M.B.A., University of Michigan.

1963-

IRENA M. TRASKA, *Instructor in German*

B.A., Mt. St. Agnes College; M.A., The Johns Hopkins University.

1962-

JOHN R. WINKELMANN, *Instructor in Biology*

B.S., University of Illinois; M.A., University of Michigan.

1963-

LECTURERS

- MARY T. BASKERVILLE, *English*
B.A., Hunter College; M.A., Columbia University.
- JACK R. CORBIN, *Physics*
B.S., Millersville State College.
- LENA FORTENBAUGH, *German*
B.A., Syracuse University; M.A., Gettysburg College.
- JEAN ANNE HARTZELL, *English*
B.A., Gettysburg College.
- JENNIFER M. RAILING, *Economics*
LL.B. (Upper Second Class Honours), University of London.
- BARBARA K. STROUP, *English*
B.A., Dickinson College.

PRIVATE INSTRUCTORS IN APPLIED MUSIC

- TOINI E. HEIKKINEN, *Organ and Piano*
B.S., Oberlin Conservatory of Music.
- J. HERBERT SPRINGER, *Organ and Piano*
Student of Tobias Matthay and of Frank Manheimer, London, England.

ASSISTANTS

- HARRIET E. BEACH, *Biology*
B.A., M.S., University of Michigan.
- JOYCE BLAKE, *Biology*
B.Sc. hons., University of Durham.
- NANCY CORNELIUS, *Biology*
B.A., Gettysburg College.
- TROCELIA W. COULTER, *Biology*
B.A., Drake University; M.A., State University of Iowa.
- BARBARA L. PLATT, *Psychology*
B.S., Allegheny College; M.A., Ohio State University.
- HELEN J. WINKELMANN, *Biology*
B.A., Notre Dame College of Staten Island; M.S., University of Michigan.

ASSISTANT INSTRUCTORS

- SFC ROBERT V. BISHARD, *Assistant Instructor in Military Science*
- S/SGT. JERRY L. BROWN, *Assistant Instructor in Aerospace Studies*
- T/SGT. FRANK B. DAVIS, *Assistant Instructor in Aerospace Studies*
- SMAJ. WALTER L. HODGES, *Assistant Instructor in Military Science*
- SFC CHARLES E. MUNSON, *Assistant Instructor in Military Science*
- T/SGT. DONALD L. SWIGER, *Assistant Instructor in Aerospace Studies*

Statistical Summary

STUDENTS IN COLLEGE

	FIRST SEMESTER 1963-1964			FIRST SEMESTER 1964-1965		
	<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Senior	262	152	414	311	125	436
Junior	321	129	450	281	141	422
Sophomore	306	166	472	303	158	461
Freshman	322	162	484	348	182	530
Special	13	21	34	7	17	24
Total	1224	630	1854	1250	623	1873

GEOGRAPHICAL DISTRIBUTION

	FIRST SEMESTER 1963-1964	FIRST SEMESTER 1964-1965
	<i>Students</i>	<i>Students</i>
Pennsylvania	794	797
New Jersey	435	428
New York	245	264
Maryland	186	169
Connecticut	72	82
Massachusetts	36	40
Virginia	25	23
Delaware	6	13
Washington, D. C.	17	12
Other States	39	41
Foreign Countries	5	4
	1854	1873

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 ART: Kathryn Pyle

Gettysburg College Bulletin



CATALOGUE NUMBER

1967-1969

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GETTYSBURG COLLEGE

GETTYSBURG, PENNSYLVANIA 17325

Communication with the College

Visitors are welcome at Gettysburg College. Administrative Offices are generally open from 9 A.M. to 5 P.M. Monday through Friday and from 9 A.M. to 12 Noon on Saturday. Some offices are closed on Saturdays during July and August.

Gettysburg is reached most conveniently by automobile. There is a map showing the main highway approaches on the inside back cover of this catalogue.

The post office address of the College is Gettysburg College, Gettysburg, Pa. The telephone number is 334-3131. Letters to the College should be addressed as follows, according to the nature of the inquiry:

Director of Admissions—admission procedures, scholarships and financial aid, catalogues, and other printed information

Dean of Students—general student affairs and housing accommodations

Business Manager—all business and financial matters

Director of Public Information—information about College events

Director of Development—contributions and bequests

Registrar—student records and transcripts

Placement Officer—employment of seniors

Director of the Summer Session—summer academic program

Alumni Secretary—alumni affairs

Dean of the College—general academic policy and program

President—general interest of the College

The provisions of this bulletin are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time, but its practice is to make no provisions retroactive.

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The Calendar 1967-1968

FALL SEMESTER 1967

September 10-13	<i>Sunday-Wednesday</i>	Orientation Week and Registration
September 14	<i>Thursday</i>	Classes begin, 7:50 a.m.
September 14	<i>Thursday</i>	Formal Opening Exercises
October 13	<i>Friday</i>	Fall Honors Day
October 14	<i>Saturday</i>	Father's Day
October 28	<i>Saturday</i>	Alumni Homecoming
November 2	<i>Thursday</i>	Midsemester reports due
November 22	<i>Wednesday</i>	Thanksgiving Recess begins, Noon
November 28	<i>Tuesday</i>	Thanksgiving Recess ends, 7:50 a.m.
December 16	<i>Saturday</i>	Christmas Recess begins, Noon
January 3	<i>Wednesday</i>	Christmas Recess ends, 7:50 a.m.
January 13	<i>Saturday</i>	Last day of classes
January 15-24	<i>Monday-Wednesday</i>	Semester Examinations

SPRING SEMESTER 1968

January 30	<i>Tuesday</i>	Registration
January 31	<i>Wednesday</i>	Classes begin, 7:50 a.m.
March 19	<i>Tuesday</i>	Midsemester reports due
March 19	<i>Tuesday</i>	Spring Recess begins, Noon
March 27	<i>Wednesday</i>	Spring Recess ends, 7:50 a.m.
April 5	<i>Friday</i>	Founder's Day Convocation
April 14	<i>Sunday</i>	Easter
May 4	<i>Saturday</i>	Mother's Day
May 10	<i>Friday</i>	Spring Honors Day
May 14	<i>Tuesday</i>	Last day of classes
May 15	<i>Wednesday</i>	Spring Registration
May 17-25	<i>Friday-Saturday</i>	Semester Examinations
June 1	<i>Saturday</i>	Alumni Day
June 2	<i>Sunday</i>	Baccalaureate and Commencement

The Calendar 1968-1969

FALL SEMESTER 1968

September 8-11	<i>Sunday-Wednesday</i>	Orientation Week and Registration
September 12	<i>Thursday</i>	Classes begin, 7:50 a.m.
September 12	<i>Thursday</i>	Formal Opening Exercises
October 5	<i>Saturday</i>	Father's Day
October 11	<i>Friday</i>	Fall Honors Day
October 26	<i>Saturday</i>	Alumni Homecoming
October 31	<i>Thursday</i>	Midsemester reports due
November 26	<i>Tuesday</i>	Thanksgiving Recess begins, Noon
December 2	<i>Monday</i>	Thanksgiving Recess ends, 7:50 a.m.
December 17	<i>Tuesday</i>	Christmas Recess begins, Noon
January 3	<i>Friday</i>	Christmas Recess ends, 7:50 a.m.
January 10	<i>Friday</i>	Last day of classes
January 13-22	<i>Monday-Wednesday</i>	Semester Examinations

SPRING SEMESTER 1969

January 29	<i>Wednesday</i>	Registration
January 30	<i>Thursday</i>	Classes begin, 7:50 a.m.
March 20	<i>Thursday</i>	Midsemester reports due
March 20	<i>Thursday</i>	Spring Recess begins, Noon
March 28	<i>Friday</i>	Spring Recess ends, 7:50 a.m.
April 6	<i>Sunday</i>	Easter
April 11	<i>Friday</i>	Founder's Day Convocation
May 3	<i>Saturday</i>	Mother's Day
May 9	<i>Friday</i>	Spring Honors Day
May 15	<i>Thursday</i>	Last day of classes
May 16	<i>Friday</i>	Spring Registration
May 19-28	<i>Monday-Wednesday</i>	Semester Examinations
June 7	<i>Saturday</i>	Alumni Day
June 8	<i>Sunday</i>	Baccalaureate and Commencement



An Introduction to Gettysburg

IN THE simple and straightforward language of the charter by which it came into being in 1832, Gettysburg College exists “to exert a salutary influence in advancing the cause of liberal education.” That has been its primary purpose in the past and remains its primary purpose today.

A liberal education centers upon a curriculum intended to free a man from the tyranny of having to think and act solely on the strength of his own personal experiences, for by their very nature one’s personal experiences are limited and partial.

At its best, a liberal education develops the capacity to interpret and generalize both upon and beyond individual experience. And, in so doing, it leads one to a mature understanding of his own capabilities and limitations, of the relationships which he must establish with others, and of the universe in which he lives. It commits one to an abiding concern for truth and deepens one’s sensitivity to beauty. At its best, a liberal education prepares one to think with both imagination and precision, to form wise judgments, and to act responsibly in every situation.

As a community of learning, Gettysburg College is dedicated first and foremost to developing the intellect. But it knows that learning alone is not enough. Every life needs the wholeness which allegiance to sound moral and spiritual values alone can provide. By tradition and present choice Gettysburg is a Christian college. As such, it endeavors to maintain an atmosphere in which its students are aware of its witness to Christian principles and ideals. It encourages its students, as part of their liberal learning, to give serious consideration to the merit of these principles and ideals in the development of their personalities.

The curriculum of liberal arts and sciences reflects the College’s primary purpose. Therefore, the courses required of all candidates for the baccalaureate degree provide a student with the opportunity to improve his command of written and spoken English, an indispensable tool for every educated person. He must gain a degree of mastery in at least one foreign language and study the methods and findings within the natural and social sciences. He acquaints himself more fully with history, philosophy, literature, art, and music, including the history, literature, and religion of the Old and

the New Testament. Also, he learns about personal health and care of the body.

Along with his efforts to gain a breadth of knowledge, the student selects a major field of study which particularly interests him and which may be related to the career he has in mind. Some students come to Gettysburg with their major field of study already chosen. Others are uncertain and may for several semesters take courses in a variety of departments before reaching a decision. But being neither a graduate nor a professional school, Gettysburg insists that all its students direct their energies into several areas and not concentrate excessively in any one.

With all of these considerations in mind, we can state in summary form our view of the goal of the educational experience at Gettysburg: mastery of a set of basic skills of study, research, and expression; command of a significant body of information in several fields; possession of critical judgment, an inquiring mind, and an increased aesthetic sensitivity; dedication to worthwhile principles and ideals; and a continuing desire to live a life that is both personally rewarding and socially useful. Though these ideals reflect the College's highest expectations for its students, no college can guarantee that a four-year investment of time and money will result in an educated man or woman. Education is not a passive process, and ultimately every college student must educate himself. His teachers can only help him begin to do this and show him that education is a lifelong process. It is still true, as Woodrow Wilson explained a half-century ago, that "what we should seek to impart in our colleges . . . is not so much learning itself as the spirit of learning." Especially now when many fields of knowledge are expanding rapidly, probably the most important thing young people can do in college is to learn how to teach themselves. Much of what they know when they graduate from college will be obsolete in a decade or less.

The Gettysburg faculty is aware that, in spite of its eagerness to teach and counsel, the ultimate test of the College will be its success in providing situations in which young persons are themselves inspired to accept both the greater independence and the increased responsibility which higher education entails. To these ends the College poses high expectations for all of its students.

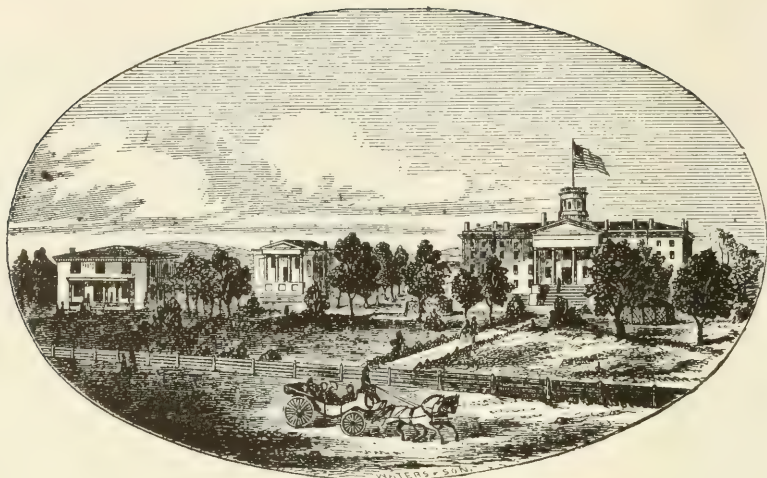
CHOOSING A COLLEGE

Choosing a college where one will spend four years is always a most important decision for a young man or woman. It is one which probably will have lifelong consequences. On the basis of its experience the Gettysburg College Admissions Staff tries to select applicants who have the talents, in-



terests, and personal qualifications which will enable them to profit from the College and contribute to its program. It seeks to identify applicants who not only have the necessary intellectual qualifications, as measured by the achievement record which they submit, but who also give promise of wanting to learn much more than they already know. This latter requirement is of cardinal significance, because a young person who has no compelling desire to compare, weigh, question, and probe will be unhappy in any good institution of higher learning.

Any person seriously interested in Gettysburg should learn as much about the institution as he possibly can before deciding whether it is the college he really wants to attend. One of his main concerns should be whether Gettysburg College can provide for him the atmosphere in which he will want to learn. He should ask questions of the Admissions Staff, and also of students, faculty, alumni, and friends of the College whom he might know. He should come to the campus and remain long enough to gain a distinct impression of the many and varied activities which go on here and of the atmosphere they create.



GETTYSBURG COLLEGE PAST

The visitor to the campus will find an institution that has been in continuous existence for more than 135 years. Founded in 1832, Gettysburg College is one of the older institutions of higher education in this country, and one of about forty American colleges established in the decade of Jacksonian Democracy. Its founder, the Rev. Samuel Simon Schmucker (1799–1873), a young Lutheran clergyman educated at the University of Pennsylvania and the Princeton Theological Seminary, had set for himself the goal of establishing his church's first theological seminary in America. This became a reality when in 1826 he organized the Lutheran Theological Seminary at Gettysburg, a community chosen because it was then central to the main branches of the Lutheran Church.

Another of Schmucker's goals was to found a college, a matter of genuine urgency due to the meager academic preparation of his theological students. In this venture he turned to some of the leading citizens of the community for their support. He promised them that while it would be under Lutheran influence, the College would always be unsectarian in its instruction. Because he received their support, it can accurately be said that Schmucker established the college under double auspices: church and community.

The charter of Pennsylvania College of Gettysburg, granted by the state legislature, received the governor's approval on April 7, 1832. Instruction began in the fall of the same year. The new institution became the first Lutheran college in America. It adopted its present name—Gettysburg College—in 1921. Gettysburg has always been a privately supported institution, related to the Lutheran Church. Its Board of Trustees is a self-perpetuating body, except that the Central Pennsylvania and the Maryland

Synods of the Lutheran Church in America choose a total of eight of the thirty-eight trustees. Both synods contribute to the financial support of the College.

When the armies of North and South clashed at Gettysburg during the memorable July days of 1863, College classes then in session were suspended, the campus was occupied by Confederates, and Pennsylvania Hall (Old Dorm) was pressed into use as a hospital for the wounded of both sides. A century later both the community and the College are still influenced by the momentous battle which occurred here and by the visit of President Lincoln in November 1863 to dedicate the National Cemetery. Each year approximately two million tourists from all parts of the country and from abroad visit the battlefield and cemetery. The town, with a population of about 8,000, is easily accessible by highway.

In the years since 1832 more than 17,500 persons have been enrolled in the College and approximately 11,000 have received degrees. Over the years this large group of alumni have brought honor to the College by the positive influence of their lives. More than 2,500 have made education their career. Among them 66 have been presidents and about 500 have been faculty members of institutions of higher learning. More than 2,000 clergymen, 1,000 doctors and dentists, and 500 lawyers are numbered among the alumni. One of the College's major contributions has been to provide several thousand graduates for fields of high-level business leadership.

GETTYSBURG COLLEGE PRESENT

In more than 135 years Gettysburg College has grown in many ways. At the beginning there were but 5 instructors; there are now more than 130 full-





time faculty members. From an original enrollment of 23 the student body has increased to about 1,850 today. The campus of 160 acres has more than 40 buildings. Old Dorm, the oldest College structure, cost less than \$16,000 to build in 1837-1838. Today the physical equipment of the College is valued at \$15,900,000.

Since 1940 Gettysburg College has tripled in size. Enrollment has now been stabilized at about 1,850 students and will remain at this level for several years. Two-thirds of the students are men. Most of the enrollment comes from the Middle Atlantic states and New England, but over half of the states and several foreign countries are represented in the student body. College and fraternity housing accommodates more than 1,500 students.

Gettysburg College has been on the accreditation list of the Board of Regents of the State of New York since 1913 and on that of the Middle States Association of Colleges and Secondary Schools since its first accreditation list was prepared in 1921. The College is approved by the Department of Public Instruction of the Commonwealth of Pennsylvania, the American Chemical Society, and the American Association of University Women. It is one of fifteen colleges and universities in Pennsylvania sheltering a chapter of Phi Beta Kappa.

The Gettysburg students of today have access to ample and improving

library, laboratory, and other academic facilities. They have the opportunity to work closely in and out of the classroom with a vigorous faculty dedicated to teaching and to the scholarship, research, and creative activity necessary to sustain good teaching. The faculty are genuinely interested in the welfare of the students and desirous of establishing close personal relationships with them. The faculty invite students to join them in their attempts to extend the frontiers of man's understanding by independent study, research, and writing. Where their aptitude and interests warrant it, students are encouraged to continue their formal education beyond the College. In recent years about one-third of the men and women graduates have been responding to this encouragement by entering graduate and professional schools.

Whatever his background, interests, and program, and however he may hope to determine and achieve his goals, the discerning Gettysburg student will find on the campus a healthy environment for furthering man's quest for knowledge about himself and the universe in which he lives. He will find a desire to test old truths and find new ones. He will discover an atmosphere which promotes the enduring joys of learning, of judicious skepticism, and of sound judgment. In short, he will find in Gettysburg a college which is striving to carry out the injunction of 1832, "to exert a salutary influence in advancing the cause of liberal education."





The Academic Program

DISTRIBUTION AND CONCENTRATION

The courses of study offered by Gettysburg College reflect that which the faculty considers necessary in helping the student achieve the goal of a liberal education. Most candidates earn the degree of Bachelor of Arts. A few, having pursued work in Music Education, are awarded the Bachelor of Science degree. Most of the information in this section deals primarily with the Arts curriculum.

During the eight semesters in residence normally required for graduation, a candidate for the Arts degree enrolls in about forty courses. These courses can be divided into three types.

First, about forty per cent are those taken in fulfilling the distribution requirements. These are courses which the faculty has prescribed to insure that each student will explore the main fields of learning, some knowledge of which is indispensable to a liberal education. In meeting these requirements in the humanities, natural sciences, and social sciences, the student takes some specified courses and selects others from an approved list. Most of the distribution requirements are completed by the end of the sophomore year.

Second, about thirty per cent of the courses which a student takes are offered to fulfill the concentration requirements. These the faculty has prescribed so that each student will work intensively in one major and one minor field of study and gain a useful command of their facts, interpretations, insights, and ways of learning. The major and minor should be fields in which the student has both aptitude and interest. In most cases they are closely related to his intended career. Students meet the concentration requirements largely in the junior and senior years. This arrangement is not intended to suggest that there should be a strong distinction between distribution and concentration courses. Ideally they complement and supplement each other and help the inquiring student arrive at an understanding of the essential unity of man's knowledge.

Third, the remaining courses which a student takes are free electives. They may or may not be courses in areas related to his major subject. It is regrettable whenever a student is graduated without having taken at least one course in a field largely unknown to him, but one in which he might have become usefully interested.

THE ADVISING SYSTEM

The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before he arrives on campus, each freshman is assigned a faculty adviser to assist in dealing with his academic and other questions.

During the first week of the fall semester all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with their new home. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help the College in its effort to provide an education suited to each student's capacities.

During the year each freshman adviser arranges periodic meetings with his advisee to review his progress. He is available also at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

At the end of the freshman year, when a student should choose a major field of study, a member of the major department becomes his adviser and assists him in the preparation of his sophomore schedule. Until the student leaves College he retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all his schedules.

It is the responsibility of sophomores and upperclassmen to take the initiative in discussing their entire academic program with their advisers. It is their responsibility to view that program as a meaningful unit rather than as a collection of unrelated courses. As already indicated, the College encourages qualified students to prepare for graduate work, which is becoming a necessity in an increasing number of career fields. It is important for such students to become familiar with the language and other requirements of the graduate programs in which they are interested. They should know well in advance of graduation what they must do to qualify for fellowships and similar awards to help them financially in graduate school. Above all, they should know how important it is to build a superior undergraduate academic record.

A student wishing to change his major course of study must secure the approval of the department in which he is a major and the one in which he desires to major. Juniors and seniors making such a change should understand that they may be required to spend more than eight semesters in residence in order to complete their concentration requirements.



REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The Bachelor of Arts degree will be conferred upon the student who completes satisfactorily the following:

- 1) 120 semester hours of academic work¹, plus the freshman and sophomore program (4 semesters) in health and physical education;
- 2) the distribution requirements;
- 3) the concentration requirements in a major and minor field of study;
- 4) the comprehensive examination in the major field;
- 5) a minimum grade average of C and an average of C or better in the major field;
- 6) the senior year and a minimum of 30 semester hours of academic work in residence at Gettysburg College; and
- 7) the discharge of all financial obligations to the College.

¹ The amount of credit given for each successfully completed course is expressed in terms of semester hours. A semester hour of academic work consists of one hour of classwork, two or three hours of laboratory work, or a combination of class and laboratory work each week for a semester.

DISTRIBUTION REQUIREMENTS

Each candidate for the Bachelor of Arts degree must satisfactorily complete the following distribution requirements:

1) *English Composition*

English 101-102. Exemption from English 101 or 101-102 is granted to freshmen who demonstrate proficiency in secondary school and achieve high scores in the verbal portions of the Scholastic Aptitude Test and the Achievement Test in English Composition.

2) *Introduction to Contemporary Civilization*

General Education 101-102

3) *Old and New Testament History*

Biblical Literature and Religion 101-102 or 103, 104

4) *Foreign Languages*

The intermediate (201-202) course in French, German, Greek, Latin, Russian, or Spanish. Students are placed in language courses on the basis of their secondary school record and achievement tests.

5) *Science*

8 hours in a laboratory course in Biology, Chemistry, or Physics

6) *Literary Foundations of Western Culture*

General Education 201-202





7) *Social Science*

3 hours in one of the following: Economics, Political Science, Psychology, or Sociology

8) *Literature, Art, or Music*

Two of the following: 3 hours in English, French, German, Greek, Latin, Russian, or Spanish Literature; 3 hours in Art; or 3 hours in Music. Refer to the departmental introductions under Courses of Instruction for courses which satisfy this requirement.

Any one of the above requirements may be satisfied, with or without semester hours credit, by students who can qualify for exemptions (see p. 22).

CONCENTRATION REQUIREMENTS

A major field of study consists of a minimum of 24 semester hours of work. Any department may increase this number and may designate specific courses for its majors to take. Requirements of the various departments are listed in the appropriate introduction under Courses of Instruction.

In consultation with his major adviser each student selects a minor field of study, consisting of a minimum of 12 semester hours. The minor should be related in some way to his particular interests and abilities and must be approved by the adviser and by the minor department.

The following are acceptable major and minor fields of study at Gettysburg College: Art, Biblical Literature and Religion, Biology, Business Administration, Chemistry, Economics, English, French, German, Greek, Health and Physical Education, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology and Anthropology, and Spanish. A minor, but not a major, is possible in Education and Russian.

Elementary (101-102) courses in English and other languages are not included in computing hours for the major or minor. A minor in a laboratory science is interpreted to mean two full-year courses or the equivalent.

No later than the beginning of the senior year, and with permission of the major adviser and the head of the other department concerned, a student may select a second major, which will be entered on his record if all the requirements of both departments are met, including comprehensive examinations.

COMPREHENSIVE EXAMINATION

Every candidate for the bachelor's degree is required to pass a senior comprehensive examination in his major field of study. This examination is intended to test the depth of his knowledge of the subject matter and methodology in his major field, determine his ability to assimilate, analyze, and apply its leading ideas, and serve throughout his college career as a challenge to integrate his entire work of his chosen field of study.

Comprehensive examinations are given between April 1 of a student's junior year and April 30 of his senior year. Part of the examination must occur in the senior year. The examination consists of at least two parts, at least one of which must be a written or oral examination. A thesis or an independent study project, without course credit, may comprise another part. Since each department determines the nature and timing of its comprehensive examination, a student should acquaint himself with his major department's procedures. The department informs the student whether his performance in each part is satisfactory or unsatisfactory. For the entire examination the following grades are given: passed with honors, passed, and failed. Re-examination of students who fail is determined by each department.

REQUIRED PROGRAMS OF STUDY

The schedules of freshmen are prepared after correspondence with the student during the summer preceding enrollment and are reviewed by his adviser before formal registration in the fall. The program for freshmen



includes English 101-102 (or English 102), General Education 101-102, and three other courses chosen from among the following: Biblical Literature and Religion 101-102 (or 103, 104), a foreign language, a laboratory science, and a course in or related to a prospective major field of study. Unless specifically excused, all freshmen also take health and physical education.

Generally, students are advised to continue the study of a foreign language in which they already have some competence.

Sophomores take General Education 201-202, continue fulfilling their distribution and concentration requirements, and complete the program in health and physical education. All required courses which have not been completed by the end of the sophomore year should be included in the junior program.

SCHEDULE LIMITATIONS

The normal schedule enables a student to complete the graduation requirements in eight semesters. For freshmen and sophomores the normal schedule is 15 or 16 hours each semester, plus health and physical education. During the junior and senior years, with the permission of his adviser, a student may carry 18 hours each semester. Since it is assumed that this amount of academic work, if done thoroughly, will completely occupy the available time of virtually all students, a schedule in excess of 18 hours will be permitted only where the previous academic record and the best interests of the individual student appear to warrant it. Such schedules must be approved by the Dean of the College or the Dean of Students.

No student who is a candidate for a degree may take fewer than 12 hours of work in a given semester without the approval of the Dean of the College or the Dean of Students.

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college level completed by a student before entrance or on his own after entrance. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the appropriate department. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examinations (see page 64) or Achievement Tests of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

INDEPENDENT STUDY AND SEMINARS

There are opportunities in most of the departments for students to engage in honors-type work, including independent study, research, seminars, and directed reading. These opportunities are primarily for seniors, but juniors are sometimes eligible. With careful planning it is possible for most students to reduce their course load to provide the time necessary for honors work. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of the honors-type courses are numbered in the 400's under Courses of Instruction. The College does not offer a separate honors degree.

OFF-CAMPUS STUDY

WASHINGTON SEMESTER

Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to spend one semester in a firsthand study of the federal government in action.

During this period these students are brought into direct contact with source materials not generally accessible. They have the opportunity to interview members of Congress and the Supreme Court and officers of the executive departments and agencies concerning policies, procedures, and problems of government. In addition to regular courses, students attend seminars and undertake individual research projects in some major area of interest.

The Washington Semester should be taken in either semester of the junior year or the first semester of the senior year. To qualify, a student

must have completed at least one course in Political Science, have an average of B or better, and clearly demonstrate ability to work on his own initiative. Most participants are majoring in Political Science, History, Sociology, and Economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.

JUNIOR YEAR ABROAD

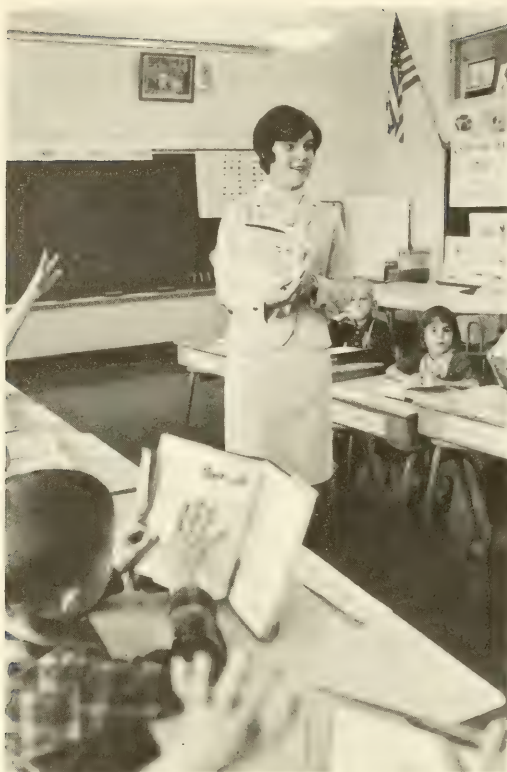
Qualified students may apply for permission to spend their junior year abroad. Arrangements can be made with one of the many regularly organized programs of study in Europe, Latin America, or elsewhere. The Assistant Dean of the College maintains a file of information on these programs. During the first semester of their sophomore year, interested students should discuss with their advisers how a junior year abroad would relate to their entire academic program. Also, they should discuss with the Assistant Dean the procedures by which College approval of a junior year abroad may be obtained.

TEACHER EDUCATION PROGRAMS

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education are approved by the Pennsylvania Department of Public Instruction. Because the liberal arts are central to the College's teacher education programs, the Gettysburg student planning to teach must complete a major in an academic department of his choice. He fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education a student is eligible for a Pennsylvania College Provisional Certificate enabling him to teach in the public schools of the Commonwealth.

SECONDARY EDUCATION

Students interested in preparing to teach academic subjects in the secondary schools must complete one or more of the following "approved programs" for secondary certification: Biology, Chemistry, Mathematics, Mathematics and Physics, English, German, Latin, Romance Languages (for certification in either or both French and Spanish), Health and Physical Education, History, Comprehensive Social Studies, History and Government, Political Science, Economics, and Sociology. The student must obtain a copy of the approved program for his area of interest from the chairman of his major department or from the chairman of the Education Department. It is imperative that the student complete an approved program which will,



in most cases, closely parallel the requirements in his major. In Comprehensive Social Studies, Mathematics and Physics, and History and Government, early planning of the program is especially necessary.

The student preparing to teach in the secondary schools should complete Psychology 201 in the freshman or sophomore year and Education 301 in the junior year. For the senior year the student, in consultation with his major department, will select one of two semesters to become his Education Semester. The following program constitutes the Education Semester:

Educ. 303 EDUCATIONAL PURPOSES AND METHODS, INCLUDING AUDIO-VISUAL AIDS (Secondary).....	4 hours
Educ. 304 TECHNIQUES OF TEACHING AND CURRICULUM OF SECOND- ARY (Biology, English, etc.).....	2 hours
Educ. 403 STUDENT TEACHING—SECONDARY.....	6 hours
Educ. 309 HISTORICAL AND SOCIAL FOUNDATIONS OF EDUCATION....	3 hours

15 hours

The Education Semester provides an opportunity for the student to concentrate on academic subjects in the junior year. It also permits him to devote half of the senior year to an integration of theory with actual practice in public school classrooms and to engage in uninterrupted student teaching for the entire day.

The student seeking admission to the secondary education program must make application to the Chairman of the Education Department early in the second semester of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty from each department having students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from his major department. The guidelines for evaluating a student's academic achievement are a cumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, Maryland, and other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and both (1) Education 328 or Psychology 225, and (2) Biology 102 or Health and Physical Education 311 or 314.

New York requires, in addition to the above program, completion of at least 4 hours in mathematics, 8 hours in natural sciences, 12 hours in the humanities, and 12 hours in the social sciences. A student desiring certification in science in New York must have a major in one of the three basic sciences and a full year laboratory course in each of the remaining two sciences.

The Department of Public Instruction of Pennsylvania has granted program approval to those secondary certification areas listed as "approved programs."

ELEMENTARY EDUCATION

The elementary education program is distinctive in giving the student the opportunity to concentrate in the liberal studies and complete an academic major, thus qualifying for the Bachelor of Arts degree. The elementary education student completes 27 hours in Education; therefore 129 hours, exclusive of Health and Physical Education, are required for graduation. The elementary education student may major in Biology, English, French,

German, Spanish, Health and Physical Education, History, Mathematics, Music, Political Science, Psychology, and Sociology.

The prospective elementary teacher should schedule Psychology 201 in the freshman year or first semester of the sophomore year, to be followed with Psychology 225 and Education 301. The junior year schedule should include Education 306, 307, 331 and Mathematics 208. Psychology 220 must also be included in the program of studies.

For one of the semesters of the senior year the student must schedule the Education Semester. This consists of Student Teaching for nine weeks in a public school near the College. The student is in the elementary school for the entire day. At the end of the nine weeks he completes two courses on campus: Education 309 and 334. Fifteen semester hours credit are earned during the Education Semester.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of public instruction. Such a reciprocity agreement currently operates among the New England States, New York, New Jersey, Pennsylvania, Maryland, and Delaware.

MUSIC EDUCATION

The prospective teacher of music in the elementary and secondary schools should complete the requirements for the degree of Bachelor of Science in Music Education.

The student in this program should use the following as a guide. In the freshman year he should take English 101-102 (or 102); Biblical Literature and Religion 101-102 (or 103, 104); Music 101; Psychology 201; a foreign language; Music 141-142; Music 111-112; and applied music. The recommended program for the sophomore year is General Education 201-202; a foreign language; Music 113-114; 203-204; a science; physical education; and applied music. Education 301 should be scheduled in either the sophomore or junior year, if possible. In the junior year he should schedule Music 115-116, 220-221, 301-302, 205-206, 305, 321, 311-312, and applied music.

For one of the semesters of the senior year the student must schedule Music 351, Student Teaching, for the first twelve weeks to be followed by Education 309, for the last three weeks. Other courses recommended for the senior year are History 231 or 232, Speech 201, Music 303, and applied music.

All students enrolled in this curriculum must complete satisfactorily a total of two semester hours in physical education and pass the senior comprehensive examination in Music Education.



The teacher preparation curriculum in music education has been granted program approval by the Department of Public Instruction of Pennsylvania.

HEALTH AND PHYSICAL EDUCATION

The prospective health and physical education teacher should schedule Biology 101-102 and Physical Education 111 and 212 in the freshman year. A one-year course in Chemistry or Physics is also required. It is recommended that he complete the requirements for teacher certification in General Science, concerning which information is available in the Education Department or the Health and Physical Education Department.

PREPROFESSIONAL STUDIES

PREMEDICAL PREPARATION

Premedical and predental students should register early in their junior year with the Assistant Dean of the College, who is chairman of the Premedical Committee. Most of these students major in Biology or Chemistry, though this is not a strict necessity. They choose their science and non-science courses in consultation with their major adviser, taking into consideration specific requirements of the medical or dental schools in which they are interested. Premedical students should pick as many electives as possible in the humanities and social sciences.

All recommendations for admission to medical or dental schools are made by the Premedical Committee, normally at the end of the junior year.



PRELAW PREPARATION

The Association of American Law Schools recommends that the student planning a career in law concentrate on developing his capacities to think and express himself clearly, qualities which, it observes, are not the "monopoly of any one subject-matter area, department, or division." No matter what his chosen major might be, the prelaw student will find the members of the Political Science Department willing to advise him regarding his undergraduate program and selection of law schools.

COOPERATIVE PROGRAM IN FORESTRY

This program is offered in cooperation with the School of Forestry of Duke University. The student spends six semesters in residence at Gettysburg and an additional five semesters at Duke. Upon successful completion of two semesters at Duke, he will have earned the Bachelor of Arts degree from Gettysburg College, and upon successfully completing the remaining semesters, the Master of Forestry or Master of Science degree from Duke University.

Candidates for the program should indicate to the Admissions Office that they wish to apply for the Forestry curriculum. At the end of the first semester of the third year, the College will recommend qualified students for admission to the Duke School of Forestry. No application need be made to the School of Forestry before that time.

There is no rigid curricular requirement for the three years at Gettysburg College. Students in the program are advised by the Biology Department and are urged to use the following as a guide. In the freshman year they should take English 101-102 (or 102); General Education 101-102; Biblical Literature and Religion 101-102 (or 103, 104); Biology 101 and 102; an appropriate mathematics course; and physical education. The recommended program for the sophomore year is General Education 201-202; Chemistry 101-102; Economics 201-202; a foreign language; physical education; and one elective each semester. In the junior year, they should take Physics 111-112; Biology 215 or 216 or both; art or music; a foreign language or English literature; and several electives each term.

The student devotes the last two years of his program to the professional forestry curriculum of his choice at the Duke School of Forestry. Copies of this curriculum are available in duplicated form from the Director of Admissions, Gettysburg College, or in printed form from the Dean of the School of Forestry, Duke University, Durham, North Carolina.





RESERVE OFFICERS TRAINING CORPS PROGRAMS

Gettysburg College participates in the national security effort by offering its students, in cooperation with the Department of Defense, the opportunity to enroll in the Army or Air Force Reserve Officers Training Corps program. These programs provide trained reserve officers to meet manpower requirements for present active service and possible future emergencies. Officers of the two services, assisted by enlisted personnel, conduct academic courses and practical leadership training. Necessary equipment and field trips to Army posts and Air Force bases support the programs. Students participating in either program may be deferred from induction into military service under the Selective Service Act as long as they maintain satisfactory academic averages and continue to demonstrate potential ability to become commissioned officers.

Gettysburg College has adopted the two-year undergraduate Reserve Officers Training Corps Programs in Military Science and Aerospace Studies in accordance with the ROTC Vitalization Act of 1964. Sophomore male students may make application for enrollment in the two-year ROTC programs, and upon successfully completing physical examination, testing, and

interviews, must attend a six-weeks field training camp between their sophomore and junior years. This will be followed by academic instruction during the remaining undergraduate years and, for Army ROTC students, a summer camp of six weeks between the junior and senior years. Any student who has honorably completed two years of military service, if otherwise qualified, may be enrolled in the Advanced Course at the beginning of the junior year.

The cadet is granted remuneration from the date of enrollment until graduation and also receives a tailored uniform which he retains upon being commissioned. Total remuneration, excluding textbooks and uniforms, is approximately \$1,100. Cadets also receive travel pay to and from summer camps, and, when called to active duty as officers after being commissioned, are granted a \$300 uniform allowance.

Graduates may be deferred from call to active duty, if prior to commissioning they indicate an intention to pursue graduate study.

AIR FORCE PROGRAM This program is designed to develop skills and attitudes vital to the career professional Air Force Officer and to qualify for commissions those college men who desire to serve in the United States Air Force. The student who successfully completes Air Force ROTC requirements is commissioned a Second Lieutenant in the Air Force Reserve upon graduation. If he qualifies, he may enter active duty as a flying officer and train to become an Air Force pilot or navigator. He may serve instead in one of many other specialties depending upon his academic background and personal preference. Distinguished Air Force ROTC graduates are tendered Regular Air Force commissions. Those who enter active duty in a Reserve status may later be selected for a regular commission. Qualified graduates may apply for training leading to advanced degrees. Air Force ROTC graduates electing pilot or navigator training serve on active duty for four years following completion of basic flight training and thereafter for one year in the inactive Reserve. All other Air Force ROTC graduates serve four years on active duty and two years in the inactive Reserve.

ARMY PROGRAM The Army ROTC graduate is commissioned in a branch of service determined by his academic background, his individual desires, and the needs of the Army at the time he receives his commission. Cadets who are designated Distinguished Military Graduates are tendered a Regular Army Commission. Special programs are available for students who plan to enter the medical field.

Army ROTC students who are commissioned must agree to serve at least two years on active duty if called and to remain in a Reserve component for an additional four years.



Campus Life

A COLLEGE campus is a community. It is a unique community, for all its members, activities, and facilities are there for the single purpose of promoting the student's liberal education.

The most important aspect of life within the Gettysburg College community centers around the libraries, laboratories, and classrooms, for these are most directly related to the student's intellectual growth. But the other aspects of the community—its living and dining facilities, religious activities, lectures, performing arts program, newspaper and radio station, organizations, and activities—all make their contribution too. For a liberal arts education directly or indirectly involves all phases of man's life, his spiritual, physical, and social life, as well as his intellectual life.

Living within a college community can be a liberalizing experience also if a student accepts the many opportunities to be challenged. He has before him constantly the opportunity to think, to act, to learn. It is for him, the student, that the community exists.

LIVING ACCOMMODATIONS

In a college community an important part of the total education takes place in the residence halls. A student's room is his study. Here the student does much of his class preparation and reading. His room is also a place to relax and rest. A residence hall, however, provides more than facilities for study and rest. Here students are afforded the opportunity to live together and to learn to respect the views of others. Here students talk freely with each other, and in such conversations they can gain experience in expressing their own opinions and in listening to and evaluating the opinions of their contemporaries. Here students learn that there are many views to take of a problem, views that are both enhanced and hindered by their fellow students' personalities, insights, and prejudices. For in a college residence, a student may come to know others whose social and economic backgrounds, talents, and interests are different from his own. Thus he can gain a new perspective on himself through close association with others.

Residence Halls At Gettysburg the majority of the students live in College dormitories, most of which are new, modern, comfortable buildings. Under the guidance of carefully selected student counselors, the residents make every effort to solve their own living problems. It is the College's philosophy that students should be given maximum opportunity to govern themselves. Each fall the residents of the women's dormitories elect officers who constitute the House Council. This Council, acting as a judicial board within each dormitory unit, takes care of all but major problems or violations. Counselors work closely with the House Council in resolving dorm problems, and in planning improvements and activities. The residents of the men's halls also elect officers each fall who work with the counselors to solve problems, suggest improvements, and plan activities.

Fraternity Houses On and surrounding the Gettysburg College campus there are fourteen fraternity houses for upperclass members. These houses provide living, study, and eating facilities for the members of each social group. Each house has a housemother, who acts as a hostess for the house and as a chaperon at dinner parties and social affairs.

Rooms All women in the campus community are expected to live in a college residence hall unless they have special permission from the Dean of Students. Some of the men students live in rooms off campus which have been approved by the Dean of Students.





DINING ACCOMMODATIONS

All women students, except those living at home, and all entering freshman men take their meals in the College Dining Hall. During the second semester fraternity pledges eat some of their meals in fraternity houses. The Dining Hall is an air-conditioned one-story brick building, which can accommodate 750 people at one sitting. Breakfast and lunch are served cafeteria style; dinners are served family style three times a week.

RELIGIOUS LIFE

One of the principal objectives of Gettysburg College is to provide students with an opportunity to grow in their understanding of their own religious tradition, and that of others. The student's encounter with religious concepts different from his own may be an unsettling experience. These ideas should not destroy his faith, but provide him with an opportunity to think about convictions and commitments he may previously have taken for granted. The integration of the knowledge which reason provides and the knowledge to which faith bears witness is a part of the work of the College years. The goal is a maturity of both faith and reason and a style of life reflective of this wholeness.

Opportunities for corporate worship are provided in the College Chapel and in the churches of the local community. Services are held in Christ Chapel each Sunday and at various times during the week, and are led by the Chaplain, student and faculty assistants, and the Chapel Choir. The Chapel, which seats 1,250, also houses the Chaplain's office and work and discussion rooms. It is open for meditation and prayer until late evening.

Ministers and priests in the community also participate in serving the students, and most of the denominations have student groups which meet weekly for study and fellowship.

The Chapel Council Representatives of the classes and of denominational groups meet weekly to counsel the Chaplain concerning corporate worship and to administer a wide-ranging program expressive of religious concern. The Council conducts the *College/Town Tutorial Program* for local junior and senior high school pupils in academic difficulty, and sponsors the *Knoxville Exchange* in cooperation with a predominantly Negro college in Tennessee. Its *Fall and Spring Lecture Series* bring to the campus eminent speakers who discuss matters of pressing concern, generally from the Christian perspective. During both the fall and spring semesters the Council presents its *Seminars* on Love and Marriage and on Basic Christian Theology.

The Council also operates a campus study-discussion area, *The In*, which becomes a coffee house on Saturday evenings. It is responsible for the "Deacons," a group of students who prepare and lead worship services; the World University Service drive; *Junto*, a monthly journal of opinion; and field trips to centers of creative religious activity. Such opportunities for worship, study, service, and fellowship provide a context for growth toward maturity in religious concern and experience.



STUDENT GOVERNMENT

A vital part of any community is, of course, its government. The students of Gettysburg College are proud of the provisions for self-government which exist on the campus—a condition which reflects the faculty's and administration's belief in democratic action and in the maturity of students. A liberal arts education should help develop a person's critical sense, his ability to reason and to think for himself, and his ability to make wise decisions. One important application of this education is self-government, which gives the student an opportunity to express opinions, to initiate action, and to practice being a good citizen of a community. A liberal education must help produce responsible citizens; self-government in a college community provides a practice ground. Gettysburg students have responded positively to this philosophy, and student government plays a vital and increasing role in the life of the campus community.

It is important that each member of the college community accept his responsibility. At Gettysburg students participate by exercising their right to vote for class officers, Student Senate executive officers, Honor Commission members, and other delegates; they voice opinions and submit constructive criticisms in appropriate ways; they support and participate in student affairs.

STUDENT SENATE

The Student Senate, the principal unit in student government at Gettysburg College, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in forming school policies and works to promote cooperation among administration, faculty, and students. Members of the Senate frequently attend meetings of the Faculty Student Affairs Committee and work with that Committee and the College administration in planning improvements in the area of student life.

The Senate conducts class elections, nominates candidates for outstanding achievement awards, and plans and coordinates such campus activities as Father's Day, Mother's Day, and Homecoming. Members of the Senate represent the student body on several faculty committees.

The Student Senate is a representative body. The president, vice president, secretary, and treasurer are selected through campus-wide elections. Other voting members of the Senate are the presidents and two representatives from each of the four classes, the chairman of the Honor Commission, the chairman of the Student Union Board, the president of the Interfraternity

Council, the president of the Panhellenic Council, and the president of the Women's Student Government Council. Nonvoting members, who represent various campus organizations, attend Senate meetings, act as links of communication between their groups and the Senate, and take part in discussions. Although certain designated representatives are expected to attend Senate meetings, all Student Senate meetings are open to any student who wishes to attend, to present ideas, and to participate in discussions.

One of the important functions of the Student Senate is to allocate funds from the Student Chest to student organizations on campus. The fee for this fund is included in the comprehensive fee.

The Student Senate also has over-all responsibility for such other functions of student government as the Honor Commission and the Student Conduct Committee.

The Honor Commission The Honor Commission, a board of nine students, and faculty advisers, promotes and enforces the academic honor system at Gettysburg College. The nine students, who must first meet certain qualifications, are elected by the student body. All reported honor code violations are tried before this Commission. Any student convicted of a violation may appeal his case to a faculty-administration Appeal Board.

The Student Conduct Board This committee handles disciplinary cases within the student body, including all individual or group violations of College rules and civil laws. The Board is composed of the president of Student Senate, representatives from the Women's Student Government Council, Interfraternity Council, and Panhellenic Council, and six other students, who have met certain qualifications, elected by the Student Senate. Decisions of the Student Conduct Board are reviewed by a faculty-administration Review Board, whose action is final in all cases. The essential elements of "due process" are included in the procedures of both Boards. Student Conduct Board members also make recommendations to the College administration concerning College rules and regulations.

Women's Student Government Council Every undergraduate woman is a member of the Women's Student Government Association. Each spring the women elect class representatives to the Women's Student Government Council, the executive body of the association. This Council establishes and aids in the implementation of the residence hall social regulations of the women students. A variety of campus activities is sponsored by WSGC. Its most important function, however, is that of a sounding board for student concern in all areas. The president of each residence unit is a member of WSGC and, along with her Council, serves as a means of direct communication between WSGC and dorm government.



INTERFRATERNITY COUNCIL

The responsibility for governing the fraternity system of Gettysburg College is assumed by the Interfraternity Council, an organization composed of one representative and one alternate from each social fraternity. This Council formulates and administers general policies by which all the fraternities on campus abide. It also serves as a representative of the social fraternal groups to the student body, the College, and the community. During the school year it sponsors campus activities such as the IFC Ball and IFC Weekend.

PANHELLENIC COUNCIL

The responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, on which each social sorority is represented by an alumna and two student representatives. This Council establishes and enforces the "rushing" regulations and functions as a governing body in all matters involving sororities and intersorority relations.

CULTURAL ACTIVITIES

LECTURES

The members of a college community must constantly be aware that they are living in an active, changing world, a world teeming with new ideas and new discoveries. Also, they must not forget that this world is one which has been shaped and influenced by the past. Through its lecture program, which complements classroom study, the College brings to the campus each year well-known scholars, travelers, and outstanding figures in public life. In this way, the College extends the student's view beyond the classroom and the confines of the College community.

In addition to the general lecture series sponsored by the College, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. The lectures are dedicated to the memory of Dr. Robert Fortenbaugh (1913), who served the College for thirty-three years as Chairman of the Department of History. Each year since 1962 an authority on the Civil War period has lectured on some phase of American life a century ago. These lectures, presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address, are open to the public.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture on some phase of sociology from the standpoint of Christian ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College for the establishment of a lectureship on the claims of the gospel ministry on college men. The main object of this foundation is "to keep before the students of the College the demand for men of the Christian ministry and the conditions of the age qualifying that demand."

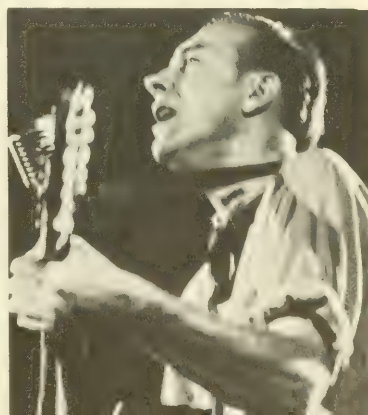
John B. Zinn Seminars These seminars have been established by the Chemistry Department in honor of John B. Zinn (1909), Professor of Chemistry, Emeritus. Men of outstanding ability in the field of Chemistry are invited to present seminars on topics of current interest to the students, faculty, and invited guests.

PERFORMING ARTS

In a college community the performing arts have a significant place, for they offer an unusual opportunity for thought, learning, and expression to



Above left: Bishop James A. Pike delivers an address during the 1967 Religious Emphasis Week. Above right: John Akar, playwright and actor, speaks with a Gettysburg student and faculty member. Center: The Lucas Hoving Dancers perform at Gettysburg in March, 1967. Opposite: Pete Seeger presents a program in the Student Union Building.



1966 Calendar of Cultural Events

January 7	Film Subscription Series. <i>The Victors</i> (American)
February 4	Film Subscription Series. <i>Bridge on the River Kwai</i> (British)
February 7-9	Chapel Council Spring Lectures. Robert Theobald, British Socio-Economist, <i>The Cybernetic Revolution</i>
February 10-26	Art Exhibit. Works of Malcolm G. Jackson, Allentown, Pennsylvania
February 14	S & H Foundation Lecture. Edgar S. Furniss, Jr., Director, Merghon Social Science Program, Ohio State University, <i>France's Role in Western Defense</i>
February 15	Cultural Film. <i>France: The Faces of Love</i>
February 20	Concert. The Gettysburg College Choir
February 25	Film Subscription Series. <i>Grapes of Wrath</i> (American)
March 4	Concert. Program of sacred music by the Washington and Lee University Glee Club
March 7	S & H Foundation Lecture. M. André Philip, Professor of Economics, The Sorbonne, and former Finance Minister of France and Minister of the National Economy, <i>France and the Economic Integration of Europe</i>
March 8	Cultural Film. <i>Greece: The Inner World</i>
March 10-12	Owl and Nightingale Players. <i>The Lark</i>
March 14	Cultural Film. <i>Sweden: Fire and Ice</i>
March 15-April 2	Art Exhibit. Mid-State Art Association of Central Pennsylvania
March 16	Pops Concert. The Gettysburg College Concert Band
March 18	Film Subscription Series. <i>The Trial</i> (American)
March 20	Concert. The Gettysburg College Chapel Choir and Concert Orchestra, <i>Brahms German Requiem</i> .
March 21	Community Concert Series. Leonard Rose, cellist
March 23	Awareness Week Lecture. Martin Williams, <i>Saturday Review</i> Jazz Critic, <i>A Listener's Introduction to Jazz</i>
March 24	Awareness Week Lecture. The Rev. John G. Gensel, Minister to the Jazz Community for the Lutheran Church in America, <i>The Use of Jazz in Church Work</i>
March 24	Awareness Week Jazz Workshop. Billy Taylor, jazz pianist
March 24	Awareness Week Concert. The Billy Taylor Trio
March 25	Awareness Week Concert. The Coleman Hawkins Quartet
March 28	S & H Foundation Lecture. Henri Peyre, Sterling Professor of French, Yale University, <i>France's Image of Her Role in Western Culture</i>
March 29	Cultural Film. <i>Japan: The Frozen Moment</i>
March 31-April 2	Owl and Nightingale Players. <i>The Boy Friend</i>
April 14	Cultural Film. <i>India: Haunting Passage</i>
April 15	Drama. Frans Reynders, Mime
April 20	Concert. Indiana University Singers
April 29	Film Subscription Series. <i>The Life of Emile Zola</i> (French)
May 1-13	Art Exhibit and Lecture. One-man exhibition of recent paintings of Jack Davis, Assistant Dean of Tyler School of Art, Temple University

May 1	Concert. The Gettysburg College Concert Band
May 5-7	Owl and Nightingale Players. <i>The Importance of Being Earnest</i>
May 6	Recital. Fred Coulter, pianist, composer, and lecturer
May 8	Concert. The Gettysburg College Concert Orchestra
May 12	Spring Honors Day Convocation. N. Neiman Craley, Jr., United States Congressman, Pennsylvania
June 5	Baccalaureate. Chaplain John W. Vannorsdall
June 5	Commencement. Sanford S. Atwood, President, Emory University
September 15	Opening Convocation. President C. A. Hanson
September 22	Danforth Lecture. John Akar, playwright and actor, director of the Sierra Leone Broadcasting Service, and head of the Sierra Leone Museum, <i>America Through an African's Eyes</i>
September 25	Performing Arts Film Series. <i>The Treasure of the Sierra Madre</i> and <i>To Hear Your Banjo Play</i>
September 30	Concert. Pete Seeger, folk musician
October 2	Performing Arts Film Series. <i>Horse Feathers</i> and <i>The Blues</i>
October 5	Lecture. Valery Tarsis, Russian critic and writer
October 9	Performing Arts Film Series. <i>Man in a Cocked Hat</i>
October 10	Drama. <i>The White Devil</i>
October 10	Chapel Council Lecture. The Right Reverend William Crittenden, Episcopal Bishop of Erie, Pennsylvania, <i>A Christian Perspective on War and Peace with Particular Reference to Viet Nam.</i>
October 11	Chapel Council Lecture. Thompson Bradley, Assistant Professor of Russian Literature-Language, Swarthmore College, <i>Barriers to Peace</i>
October 18	Community Concert Series. New York Pro Musica
October 20	Fall Honors Convocation. James A. Perrott, Supreme Bench of Baltimore City, <i>Law and Liberty</i>
October 27-29	Owl and Nightingale Players. <i>Look Homeward Angel</i>
October 30	Performing Arts Film Series. <i>M and Pow Wow</i>
November 1-23	Art Exhibit. Collection of contemporary prints, Roten Gallery, Baltimore, Maryland
November 6	Performing Arts Film Series. <i>Two Daughters</i>
November 13	Performing Arts Film Series. <i>Under the Black Mask</i> , <i>Dance Contest in Esira</i> , and <i>The Day Manolete Was Killed</i>
November 16	Pops Concert. The Gettysburg College Band
November 19	Fortenbaugh Memorial Lecture. Roy F. Nichols, Professor Emeritus of American History, University of Pennsylvania, <i>It is for Us the Living</i>
November 20	Performing Arts Film Series. <i>To Die in Madrid</i> and <i>Guernica</i>
November 20	Concert. The Gettysburg College Chamber Orchestra
December 2	Bell Lecture. Paul Van Buren, Theologian, Temple University
December 5-8	Owl and Nightingale Players. One-Acts
December 10-11	Christmas Concert. College Choir, Chapel Choir, Brass Ensemble
December 12	Lecture. Donald F. Hornig, Special Assistant to President Johnson for Science and Technology

occur at one and the same time. By sponsoring student organizations and departmental programs, the College encourages students to participate in the various disciplines of the performing arts. The College also brings to campus each year performances in dance, drama, vocal and instrumental music by professional groups and individuals. The program of performing arts gives an opportunity for those students with special talent to develop that talent and to share it with others. It also provides an opportunity for those who enjoy dance, drama, and music to see and hear quality performances by students and by artists who have received national and international recognition.

The Gettysburg College Choir The Gettysburg College Choir has received international recognition. This choir of approximately sixty men and women appears at special services and gives concerts on campus. Each year it makes a ten-day tour, presenting concerts in churches and schools. Auditions for the College Choir are held at the beginning of each school year at which time members are selected for voice quality, trueness of ear, musical feeling, and general musical intelligence.

Chapel Choir The Chapel Choir performs at chapel services and at special services and concerts during the year. The members of this choir are also selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Bands Auditions for College bands are held each September, acceptance being based upon instrumental achievement in tone, technique, and musicianship. The Concert Band performs at College convocations and in the Christmas program, presents concerts, and makes an annual concert tour in Pennsylvania and adjacent states. The Marching Band performs at football games, rallies and parades, and hosts an annual High School Band Day.

Orchestra The Gettysburg College Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Established in 1914, the Owl and Nightingale each year offers four major productions under the Director of Drama. The program is a varied one, with works drawn from classical, contemporary, avant garde, and musical theatre presented annually. In addition to the major productions, the Players also offer a Laboratory Theatre which produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights. In both major and laboratory productions students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene



design, lighting, costuming, and publicity. Casts for all productions are chosen by open tryouts, and newcomers are almost always to be found alongside veteran performers.

Modern Dance Group Included in the performing arts program is the Modern Dance Group which, through workshops and performances, encourages students to participate in dance and to see modern dance performed.

STUDENT COMMUNICATION MEDIA

Every community needs means of keeping its members in contact with each other and with the rest of the world. On the Gettysburg campus students receive world and campus news, information, and opinions through the campus newspapers and radio station; they read ideas and opinions of their contemporaries in the College literary magazine and scholarly journal; they receive a record of their yearly activities through the College yearbook. These media not only inform the members of the community, but they also offer them an opportunity to express their ideas effectively and to learn the practical aspects of working with newspapers, radio stations, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students, who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning the faculty, student body, and campus activities.

The Mercury The campus literary magazine is published three times a year. The poems, short stories, essays, and illustrations published in *The Mercury* are contributed mostly by students, although faculty members also make contributions. The editorial staff of students encourages creative writing within the campus community.

The Gettysburg Review A biannual scholarly journal fashioned after the academic quarterly reviews, *The Gettysburg Review* is the major concern of the Academic Publishing Board, a group of students interested in publishing student academic work of outstanding merit for the benefit of the College community. The activities of this Board are sponsored by the Student Senate.

The Spectrum The College yearbook records many phases of College life. The yearbook, like the other publications, is staffed entirely by students. *The Spectrum* offers opportunities for students interested in feature and sports writing, editing, layout, photography, typing, and advertising. A copy is distributed to students in the spring each year.

WWGC The College radio station is the voice of the campus. Student managed and staffed, it broadcasts a variety of programs throughout each week from its fully equipped studios in the Student Union Building. WWGC is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising.

STUDENT ORGANIZATIONS AND ACTIVITIES

HONORARY ORGANIZATIONS

A college community is primarily a community of scholars who pursue the goals of a liberal education and develop proficiency in a particular field of interest. In such a community, all scholars are honored but especially those who have achieved high academic performance. An honorary society, as the term implies, honors scholars, and membership in it also carries honor. These societies, some national and some local, have been established to recognize individual scholastic achievement and to motivate students



to achieve academic excellence. Although honorary organizations differ in their specific requirements for membership, most of them require academic competence in general plus academic excellence in one particular field.

PHI BETA KAPPA

Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is the highest academic honorary fraternity. Normally not over ten per cent of the senior class may be elected to membership each year. Candidates for Phi Beta Kappa must be candidates for the Bachelor of Arts degree. These candidates must show promise of both intellectual and moral leadership. They must evidence a broad general culture as well as possess a distinguished academic record. Gettysburg College faculty members who are members of Phi Beta Kappa elect students to the Gettysburg College Phi Beta Kappa chapter.

NATIONAL HONORARY AND PROFESSIONAL FRATERNITIES AND FRATERNAL SOCIETIES

Alpha Psi Omega: national society for dramatic students

Arnold Air Society: a military society for students excelling in Air Force ROTC

Beta Beta Beta: a society for students of Biology

Delta Phi Alpha: a German language society

Eta Sigma Phi: an undergraduate fraternity for students of the classics

Lt. Charles Fite Company, Association of the United States Army: military society for students in Army ROTC

Music Educators' National Conference: organization for music educators

Phi Alpha Theta: fraternity for majors in History

Phi Sigma Iota: society for students of the Romance Languages

Pi Delta Epsilon: journalistic society

Pi Lambda Sigma: fraternity for majors in Political Science and Economics

Psi Chi: organization for students in Psychology

Student Pennsylvania Education Association—National Education Association: professional organization for students planning to teach

Student Section, American Institute of Physics: an association for students interested in Physics

LOCAL HONORARY SOCIETIES

Phi Sigma: a society for students of Philosophy

Sceptical Chymists: an organization of students in Chemistry

OTHER ACTIVITIES

Within the College community each student should be able to find one activity which interests him. By participating in certain chosen activities, a student is able to develop and express talent, and to practice working with members of a group to achieve a common goal. Some of the activities which have not been mentioned previously are:

Alpha Phi Omega	French Club
Association of Independents	Outing Club
Booster Club	Philosophy Club
Caucus Club	Physical Education Majors Club
Cheerleaders	Sociology Club
Drill Teams	Spanish Club
Air Force ROTC and Army ROTC	Varsity G Club
Drum and Bugle Corps	Women's Athletic Association

STUDENT UNION BUILDING

Many of the campus activities take place in the Student Union Building, commonly known as the SUB. This building fills such a variety of needs that almost every member of the campus community visits it several times during an average week.

On the first floor of the SUB is a snack shop and cafeteria, known on campus as the Bullet Hole. In one wing is an auditorium which serves a variety of purposes. As an auditorium, with a seating capacity of 2,000, it is used for assemblies, plays, concerts, and movies. With the chairs removed, it may be used as a ballroom. Here such college dances as the annual IFC Ball and the Military Ball are held. Also located on the first floor is the College Bookstore, where students may buy their textbooks, school supplies, and notions. On this floor, too, is a United States Post Office Substation, where students receive their mail in individual post office boxes. On both the first and second floors are large student lounges.

On the second floor of the building are the offices of Student Senate and meeting rooms where student organizations and seminars meet. Just off the second floor lounge are soundproof listening rooms and study rooms. Also on this floor is a barber shop.

Within the Student Union Building there are many recreational facilities such as a bowling alley equipped with automatic pin setters, a swimming pool with spectator bleachers and locker rooms for men and women, a game room, a card room, ping pong tables, and a television room.



The student communication media have their offices here. From second floor studios WWGC broadcasts. *The Gettysburgian* and *The Spectrum* have their offices and workrooms in a special first-floor wing.

The activities which take place within the SUB are coordinated by a Student Union Board, composed of nine students, a faculty adviser, and the Director of the Student Union Building. Its committees plan, coordinate, and publicize activities and facilities. Some of the responsibilities of the Board include offering a film series which brings to the campus outstanding foreign and domestic films, planning social events, improving facilities, publicizing all events which take place within the building, publishing a student handbook which acquaints new students with the facilities available to them in the SUB, and providing hostesses and guides to conferences which meet within the Student Union Building.

SOCIAL FRATERNITIES AND SORORITIES

On the Gettysburg College campus there are fourteen men's social fraternities and seven women's social fraternities, generally called sororities. All but one of these groups are nationally affiliated. These fraternal groups extend invitations for membership at the beginning of the second semester after a "rushing" period. The fraternities are social in nature and provide an opportunity for members of the campus community to live in close association with other members of a group who have common ideals and who have pledged a common loyalty. About two-thirds of the men and women students are affiliated with fraternities. Each of these groups recognizes that the primary purpose of the College is academic. Thus, each fraternal group encourages scholarship and sets certain academic standards for initiation.

Women's Fraternities and Sororities

Alpha Delta Pi	Chi Omega	Phi Mu
Alpha Xi Delta	Delta Gamma	Sigma Kappa
	Gamma Phi Beta	

Men's Fraternities

Alpha Chi Rho	Phi Gamma Delta	Sigma Chi
Alpha Tau Omega	Phi Kappa Psi	Sigma Nu
Kappa Delta Rho	Phi Sigma Kappa	Tau Kappa Epsilon
Lambda Chi Alpha	Rho Beta	Theta Chi
Phi Delta Theta	Sigma Alpha Epsilon	



ATHLETICS

Since ancient Greece, liberal arts educators have recognized the importance of sports and planned physical recreation, for they have realized that students should develop fit bodies as well as keen minds. On the Gettysburg College campus there is a full program of intercollegiate and intramural athletics for both men and women. It is therefore possible for all students of the College community to participate in some supervised sport. For those who display outstanding athletic skills there are the varsity teams. For those students not on varsity squads there is the opportunity to participate in the intramural program for which competitive teams are organized from the fraternities, sororities, and non-fraternity groups. Students are admitted to all athletic contests on campus by showing their College identification card.

INTERCOLLEGIATE ATHLETICS

Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Middle Atlantic States Athletic Conference.

The intercollegiate program for men includes football, soccer, cross country, basketball, wrestling, swimming, baseball, track, tennis, and rifle teams.

The program of intercollegiate athletics for women includes field hockey, basketball, and tennis.

INTRAMURAL ATHLETICS

The men's intramural program is organized by the Health and Physical Education Department. Student representatives help plan and promote the program, which includes twelve activities: touch football, soccer, cross country, basketball, volleyball, swimming, bowling, table tennis, chess, badminton, tennis, and softball.

The intramural program for women is conducted by the Director of Women's Physical Education and her staff, with the assistance of representatives from the Women's Athletic Association, an organization which includes all women students. Like the men's intramural program, the women's intramural program endeavors to maintain interest in sports and to promote good sportsmanship. Basketball, volleyball, swimming, bowling, table tennis, badminton, and tennis are the planned athletic contests.

STUDENT SERVICES

STUDENT HEALTH SERVICE

Since continuity of medical information is of value to a student away from home, a complete physical examination before entering College is required. The report of this examination is kept confidential and remains on file at the Student Health Service. It should include a record of allergies, especially to drugs; a history of injuries, especially those affecting the joints; all chronic diseases; and a physician's opinion in regard to restriction of activities.

The College maintains a Health Service for the benefit of all students. An agency of this service is a well-equipped College Infirmary. The Infirmary has twelve double rooms for in-patients, a two-bed isolation room, a kitchen, and treatment, examining, and consultation rooms, plus nurses' quarters. A staff of registered nurses and two physicians provide twenty-four-hour service during the school year for those students requiring medical attention.



The College Health Service provides treatment in the Infirmary of minor medical ailments contracted while the student is at the College, routine care of chronic illnesses, and treatment of minor injuries. Simple drugs and dressings are provided by the College; other medication, not in stock, is at the student's expense. Students with major illnesses or injuries are referred to specialists or are admitted to the local hospital.

Routine laboratory tests, periodic follow-up examinations recommended by family physicians, and physical examinations for athletic activities are performed in the Infirmary. Some forms of physiotherapy are available in the Infirmary or, if advised by the College Physician, in the Physical Education Department. The Physician recommends consultation with specialists, X rays, and major laboratory tests when needed to establish diagnosis. The cost of X rays and other diagnostic procedures and physiotherapy treatments prescribed by the College Physician is borne by the student.

Parents or guardians of students admitted to the College Infirmary will receive a notification of this admission. In case of more serious illness or accident the family will be informed by telephone.

COUNSELING AND GUIDANCE SERVICES

Each incoming student is assigned to a member of the faculty who acts as his adviser concerning course planning and other academic matters. When a student chooses a major, he is assigned an adviser in the department of his major who will assist him in such matters as course selection, career planning, and preparation for graduate school.

Guidance Services, under the general direction of the Dean of Students, are supervised by the Director of Guidance Services, who complements and supplements the work of the faculty advisers. He helps to provide informal educational experiences for students through counseling, group discussions, seminars, and other means. He also maintains a particularly close and continuing contact with freshmen on an individual basis in order to supplement their orientation to higher education.

The College provides professional help for students in matters of emotional stress and personal adjustment. The Counseling Psychologist and the Clinical Consultant, who is a certified psychiatrist, are available to help students with emotional problems. Students may seek this service voluntarily, or they may be referred to it by advisers or other faculty members.

PLACEMENT

Life for students in a college community is only a temporary one, for students look forward to entering a graduate or professional school, taking a position in business, or teaching. The College attempts to assist its students



in making this transition. Through placement bureaus and faculty advisers the College helps students find suitable jobs or continue their formal studies.

Teacher Placement The College maintains a free Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating properly qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

College Placement The College operates a general placement service for its students and alumni. The Director of Placement arranges for employment personnel of many business and industrial organizations to meet students for personal interviews. In the Placement Office there is a library of material on career possibilities in business and the professions. Students who wish aid in securing placement should register with the Director of Placement early in their senior year.

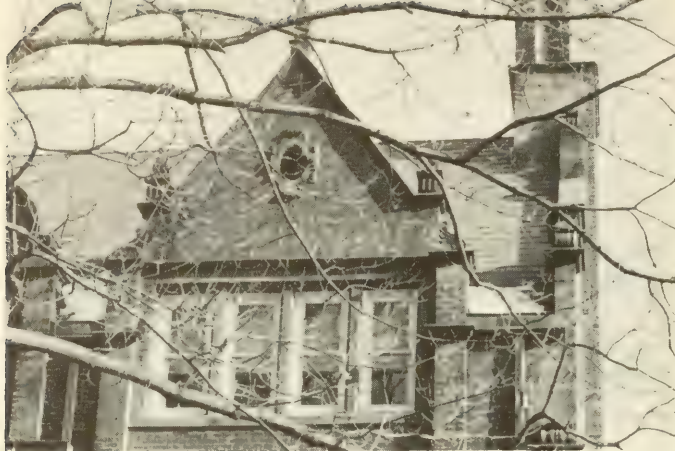
Departmental Placement The administration and major advisers informally assist students in securing employment or placement in graduate school. The Director of Guidance Services has a wide selection of graduate school catalogues for student reference. Three times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school.

STUDENT CONDUCT

Every community has certain regulations and traditions which each member is expected to abide by and uphold. A college community is no exception. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education. Consequently, the student who fails to contribute to the Gettysburg College community or who fails to support its objectives forfeits his right to continued membership in it. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he has paid.

At the beginning of each school year the Dean of Students issues an official *Summary of Regulations*, a statement of many of the academic and social rules in effect in the College. Since each student is responsible for observing these rules, each should become thoroughly familiar with this statement. Violations of social and conduct regulations are normally handled by the Student Conduct Board.

Before a student decides to apply for entrance into Gettysburg College, he should be aware of some of these rules governing student conduct.



ALCOHOLIC BEVERAGES

The possession or use of alcoholic beverages on College property, including fraternity houses, or at College functions is prohibited.

AUTOMOBILES

Neither freshmen nor sophomores are permitted to have automobiles on the campus or in the community of Gettysburg. Students who are permitted to have automobiles are required to register them with the Dean of Men and obey the regulations governing their use. Students receiving financial aid are normally not permitted to have automobiles on campus.

STUDENT MARRIAGES

Any student under the age of twenty-one who plans to marry must, at least two weeks before the marriage, satisfy the Dean of Students that the parents or guardians of both parties have consented to the marriage. Prior to the marriage students receiving financial aid must consult with the Director of Financial Aid concerning continuation of aid.

FACILITIES

The Gettysburg College campus dates back more than a century and a quarter to the construction of Pennsylvania Hall (Old Dorm) in 1837. Since that time the College has undertaken many programs of construction and renovation, relying for financial support upon the loyalty of its alumni and the generous assistance of individual donors, churches, foundations, and the Women's League of Gettysburg College. Contributions by these friends over many years have provided the College with excellent facilities suitable for a modern academic community.

LIBRARIES

Schmucker Memorial Library, built in 1929 and remodeled and enlarged in 1961, is the College center of academic life. With well over 140,000 volumes, including state and federal documents, the library also receives more than 900 current periodicals and maintains active pamphlet files.

The audio-visual department contains a collection of more than 2,800 recordings on open shelves for general circulation, and a growing file of microcards, microfilms, slides, filmstrips, and tape recordings with corresponding equipment for viewing and listening. A small collection of audio-visual equipment is also available for classroom use.

The American Civil War Library, including primary source material not available elsewhere, is the largest special collection. Other such collections include the Zimmerman Library of general literature, history, and biography; the Stuckenberg map collection; the Arensberg Collection of works on Napoleon; the Parkin Collection on World War I; the Warthen Library of eighteenth-century literature; the Dinges Collection of Menckeniiana; a documentary collection of the military history of World War II; and a growing collection of works on Oriental cultures to undergird the extensive Kramer-Hampshire Oriental Art Collection of jades, ivories, semiprecious gem stones, porcelains, paintings, rugs, and textiles housed in the library.





Individual study carrels in the open-shelf areas, as well as in the restricted stack areas, complement large and small reading rooms located on three floors. These facilities can accommodate six hundred readers.

Chemistry and physics departmental libraries are housed near their respective laboratories. The Classics Seminar Room contains a small collection on permanent loan.

CLASSROOM, LABORATORY, AND ATHLETIC FACILITIES

The major classroom building at Gettysburg is Glatfelter Hall, an imposing stone building erected in 1888 and distinguished by its tall clock tower. McKnight Hall, dating to 1898, is the center for modern language study with a fully equipped language laboratory. Additional language facilities are housed in the Classics Building. Weidensall and Stahley Halls, built in the 1920's, provide classrooms and offices for several academic departments. Brua Hall, constructed as a chapel in 1890, now serves the Music Department with studios, classrooms, and a recital hall. The Aerospace Studies and the Military Science Departments will move in the fall of 1967 to a newly renovated building recently acquired by the College.

Breidenbaugh Science Hall, built in 1927, contains the lecture halls, classrooms, and laboratories of the Chemistry Department. Similar facilities for Physics were provided in 1961 with the completion of Masters Hall, which received the addition of the Hatter Planetarium in 1965. During 1967 and 1968 construction will be in progress on a new building to house the life sciences.

Eddie Plank Memorial Gymnasium provides facilities for the women's athletic program. The Physical Education Building, which is the center for the men's athletic program, includes a large court for the playing of all indoor sports and seating for 3,000 spectators. These structures were built in 1927 and 1962 respectively.

There are three athletic fields: a new combination field for football and track in Musselman Stadium; the Baseball Field located near the stadium; and an Intramural Field, which contains tennis courts, and soccer, softball, football, and hockey fields.

ADMINISTRATIVE OFFICES

The President of the College, the Personnel Deans, and the Registrar have their offices in Glatfelter Hall. The Dean of the College and the Admissions Office occupy The White House, an historic campus structure built in 1860 as the College President's residence. The Business Office is centrally located on campus in a small stone building. Eddie Plank Memorial Gymnasium includes facilities for the Office for Development, the Publicity Office, and the Alumni Office. The Guidance Office and the Financial Aid and Placement Office are located in Pennsylvania Hall (Old Dorm).

The President's House, formerly used as the on-campus residence of the President of the College, has been renovated to provide office facilities for former President of the United States Dwight D. Eisenhower.

LIVING AND DINING FACILITIES

All women's residence halls, with the exception of several cottages, are grouped together on the northeast corner of the campus. Hanson, Huber, Emma G. Musselman, and North Halls form a quadrangle. Stevens Hall lies to the south of Huber Hall. Each of these units has attractive rooms for its residents, lounges and recreational rooms, and an apartment for the head resident. Three cottages are located near the Student Union Building, adjacent to the Dining Hall.

There are five residence halls for men. Stine, Rice, and Paul Halls form three sides of a quadrangle which includes Breidenbaugh Science Hall. Dormitory D is located west of the Student Union Building. Each of these dormitories provides residents with double rooms, a lounge, and tiled baths. A few men students have dormitory rooms in Pennsylvania Hall (Old Dorm). All College residence halls have been erected since 1950, except for Huber Hall (1917), Stevens Hall (1868), and Old Dorm (1837). Christ Chapel, the College Dining Hall, the Student Union Building, and Sieber-Fisher Infirmary are located near the living area on campus, and were constructed in 1953, 1958, 1959, and 1960 respectively.



Admission

ADMISSION POLICY

GETTYSBURG COLLEGE students come from a variety of background and secondary school programs. The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the college community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Although the competition for admission to the College is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below. The College must be satisfied of the student's strength in all three areas.

Evidence of high academic attainment as indicated by the secondary school record

The College requires no fixed number of secondary school units for admission. It assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all applicants. One of the Achievement Tests must be in English Composition and the other two in subjects unrelated to each other. The tests may be taken in March or May of the junior year and no later than January of the senior year. Test results will be used in the admissions decision and in placement in College courses.



Evidence of personal qualities

The College seeks evidence that the applicant is a person of good moral character and social habits enabling him to contribute to the success of the College community. Such contributions should be appropriate to his talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

ADMISSION PROCEDURE

The student interested in Gettysburg College should submit an application during the fall of his senior year and no later than February 15. A non-refundable fee of \$10 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is likely to be very helpful to the applicant. A student considering a major in Art, Music, or Physical Education should make his interest known when requesting an interview so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

OFFERS OF ACCEPTANCE

THE EARLY DECISION PLAN

The student with an excellent record through the junior year of secondary school, who has decided on Gettysburg College as the college of his first choice, may submit an application for Early Decision acceptance. This must be his only application and must be received by November 15 of the senior year. Notification of the decision on admission will be made during the first week in December. Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance.

The Early Decision applicant must take the Scholastic Aptitude Test and three Achievement Tests no later than July following the junior year. Students submitting applications for Early Decision who are not offered acceptance will be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.





THE REGULAR DECISION PLAN

To be assured of maximum consideration, students should present applications by February 15. Most offers of acceptance will be announced by April 1 after the receipt of December or January Scholastic Aptitude Test and Achievement Test results and senior first-semester grades. College Entrance Examination Board Tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his decision and pay his advance fee.

A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn his secondary school diploma.

ADMISSION WITH ADVANCED CREDIT AND PLACEMENT

Students who have taken college level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement tests of the College Entrance Examination Board. The student earning a score of 3 or higher on these tests may be given advanced credit or placement on the recommendation of the chairman of the department concerned after review of the test paper. Students who have completed advanced level or honors courses may be considered for advanced placement.

ADMISSION OF TRANSFER STUDENTS

A transfer student may be admitted at the beginning of any term. He must present a regular application, including secondary school records and College Entrance Examination Board Test results, and an official transcript from all colleges and universities attended. He must be entitled to an honorable dismissal without academic or social probation from the college from which he transfers, and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate may be required to visit the campus for an interview.

Gettysburg College requires approximately a B average in previous college work for consideration for admission of transfer students. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College.

All transfer students must meet the requirements of all members of the class into which they transfer. A student admitted as a sophomore must complete at least six semesters as a full-time student. A student admitted as a junior must complete at least four full semesters at Gettysburg College. A transfer student must spend his senior year in residence completing at least two full semesters in order to receive a degree from Gettysburg College.

ADMISSION TO THE SUMMER SESSION

Students who are candidates for degrees at Gettysburg College are eligible to register for the Summer Session.

A student who is a candidate for a degree from another college may enter the Summer Session upon certification by the Dean of that institution that the applicant is a bona fide student and that the courses taken at Gettysburg College will be accepted for credit if they are passed with certifying grades.

Others applying for admission to the Summer Session only may be accepted upon presentation of official evidence of preparation to meet the regular admissions requirements.

The Summer Session Bulletin, listing course offerings, is available after April 1. This Bulletin and Summer Session application may be obtained from the Admissions Office.

ADMISSION AS A SPECIAL STUDENT

A high school graduate, not a candidate for a degree, may apply for admission for one or more courses as a nonmatriculated student.



College Expenses and Financial Aid

COMPREHENSIVE FEE PLAN

GETTYSBURG COLLEGE operates under the comprehensive fee plan for the regular school year. The student pays a fee which covers all academic expenses except books and private lessons in music.

The comprehensive fee allows a freshman or sophomore to take from 12 to 16 credit hours each semester in addition to the basic course in health and physical education. Any freshman or sophomore pursuing studies which total more than 16 credit hours per semester must pay \$47.00 for each credit hour above the 16 hours permitted. The comprehensive fee allows a junior or senior to take from 12 to 18 credit hours each semester. Any junior or senior pursuing studies which total more than 18 credit hours must pay \$47.00 for each hour above the 18 hours permitted.

Comprehensive Fee ¹ (1967-68)	\$1,700
BOARD	
College Dining Hall	\$ 480
ROOM RENTS	
Women's Dormitories	
Cottages, Stevens Hall, and Huber Hall	\$ 280
Hanson, Musselman, and North Halls	330
Men's Dormitories	
Pennsylvania Hall (Old Dorm)	\$ 280
Stine, Paul, Rice, and D Halls	330

¹ For 1968-69 the Comprehensive Fee will be \$1,900.

ESTIMATE OF TOTAL EXPENSE FOR AN ACADEMIC YEAR

	<i>Minimum</i>	<i>Liberal</i>
Comprehensive Fee	\$1,700	\$1,700
Board	480	480
Dormitory Room	280	330
Books and Stationery	125	150
	\$2,585	\$2,660

This tabulation does not include laundry and personal expenses such as clothing, spending allowances, fraternity dues, and transportation.

PART-TIME STUDENTS

Any student who is not a candidate for a degree and who is taking a program of less than 12 semester hours is considered a part-time student, and will be charged at the rate of \$70.50 per credit hour.

PAYMENT OF BILLS

All College bills are due and must be paid in full before registration each semester. Each student will be billed for one-half of the yearly comprehensive fee, room rent, and board charge before the beginning of each semester. Checks should be made payable to Gettysburg College and sent to the Bursar, Gettysburg College, Gettysburg, Pa. 17325.

Of the advance payment of \$100 made under either the early or regular acceptance plans, \$75 is credited to the first semester bill and the remaining \$25 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damage.

Every student in College is required to pay a fee of \$50 at spring registration. This amount is deducted from the student's first semester College bill. No refunds will be made after July 1.

No student will be permitted to be graduated, or receive a transcript of record or statement of honorable dismissal, until all financial obligations to the College and community have been met.

VETERANS ADMINISTRATION BENEFITS

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions

of Public Law 634 are eligible to receive monthly payments from the Veterans Administration in accordance with the scale established by the law.

INSURED TUITION PAYMENT PLAN

The Insured Tuition Payment Plan of Boston is a combination of a prepayment installment plan covering four years of College expenses, and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education. It is available to all entering students through Mr. Richard C. Knight, 6 St. James Avenue, Boston, Massachusetts. Parents may write directly to Mr. Knight for information and contract. The Director of Admissions will mail a brochure of information to all new students on or before June 1 of each year.

THE TUITION PLAN, INC.

Gettysburg College makes available to parents who find it necessary or more convenient to pay in monthly installments a source of credit, The Tuition Plan, Inc., of New York. This plan is a lending agency and should not be confused with the Insured Tuition Plan. Through the Tuition Plan, Inc., contracts may be negotiated covering one, two, three, or four years' College expenses with payments spread over eight, twenty, thirty, or forty months respectively, with the multiple-year plan including the benefits of Parents Life Insurance. Information describing this plan will be mailed to all students during the summer months.



BOARD AND HOUSING ACCOMMODATIONS

All women students, except those living at home, and all entering freshmen take their meals in the College Dining Hall.

All women students, all freshman men, and, as long as there is space available, all sophomore men are expected to live in College residence halls, exceptions being made only for married students and those students living at home. Sophomores and juniors permitted to live off campus are subject to recall to a College dormitory at the end of any semester.

The College provides a single bed, a mattress, a dresser, a study desk, and a chair for each student. Pillows, linens, blankets, study lamps, draperies, and other accessories must be furnished by the student. A reputable laundry provides linen rental and service.

REFUNDS

No refunds of the comprehensive fee will be made except where a student has had to withdraw because of serious illness or call by Selective Service, in which case the fee will be refunded on a proportionate basis.

No refund of the board fee may be made unless authorized by the Business Manager.

Room charges are refundable only if a student leaves College because of serious illness or call by Selective Service, or finds a replacement who is willing to assume the remaining charge.

COLLEGE BOOKSTORE

The Bookstore in the Student Union Building is operated by the College for the convenience of the students. Since it is operated on a cash basis, all students should be provided with \$60 to \$75 in cash each semester to purchase the necessary books and supplies.

TRANSCRIPTS

Each student is permitted one free transcript of his full record upon graduation or withdrawal from College. Anyone desiring more than one must send his request to the Registrar and enclose payment of \$1 for each additional transcript requested.

Student Financial Aid

Although the charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the moneys paid by a student or his parents still cover only a portion of the total cost of a student's education. As far as private institutions are concerned, the remaining part comes from endowment income and from annual gifts from sources such as alumni, businesses, foundations, or churches. Thus it is accurate to say that all students receive financial aid in some form or another.

Gettysburg College recognizes the primary responsibility of the student and his parents to provide as much toward the total cost of the student's college years as possible. Since an education is an investment which should yield lifelong dividends, a student should be prepared to contribute to it from his own earnings wherever possible, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from their own or their family resources. Access to such aid is considered a privilege, not a right. The qualifications for it are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student. The College participates in the College Scholarship Service and requires all applicants to file the Parents' Confidential Statement.

Financial aid is awarded by a faculty committee in the form of grants, loans, or a combination of these. Loans are of two kinds, those provided by the College and those available under the National Defense Student Loan program. Free grants need not be repaid, but the College assumes their recipients have incurred an obligation and that they will subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others. More than one fourth of the students receive financial assistance in some form.

All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen and his continuing financial need.

A new student seeking financial aid should present the Parents' Confidential Statement as soon as possible after applying for admission, but not later than February 15. A student already enrolled who has previously had some form of aid should secure a renewal application from the Director of Financial Aid and Placement and should request his parents to complete this form. All Parents' Confidential Statements should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey.

There are work opportunities for a limited number of deserving students. A student seeking such employment, whether an entering student or one already enrolled, should apply to the Director of Financial Aid and Placement. Also, each year some students take part-time work in the community. The Director of Financial Aid and Placement assists some students in securing such employment but takes no direct responsibility.

Rules governing all types of financial aid are stated in the *Summary of Regulations* published by the Dean of Students.

ENDOWED SCHOLARSHIPS

Richard A. Arms Scholarship The income from \$8,750 contributed by the Class of 1924 in memory of the chairman of the Mathematics Department (1920–1963) is awarded to a student on the basis of character, ability, and need.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship The income from \$2,500 donated by the Woman's League of Gettysburg College is given to a needy and deserving student pursuing work in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship The income from \$2,201 provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship The income from \$500 is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship The income from \$9,250 provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship The income from a bequest of \$10,000 is used to aid worthy students in need, preferably ministerial students.

Burton F. Blough Scholarship The income from \$5,000 contributed by a former trustee is used to aid needy and deserving students.

Edward B. Buller Scholarship Fund The income from \$5,000 contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York in honor of the Rev. Edward B. Buller (1923), is awarded on the basis of character, ability, and need, preference being given to a student from Good Shepherd congregation or to another deserving Lutheran student.

Class of 1913 Scholarship The income from \$12,786 is awarded to a needy and deserving student.

Class of 1916 Scholarship The income from \$11,397 is awarded to a needy and deserving sophomore.

Class of 1918 Scholarship The income from \$20,542 is awarded to needy, deserving students.

Class of 1921 Scholarship The income from \$5,141 is awarded to a needy and deserving student.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship The income from \$6,500 established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran ministerial student or a student planning to become a Lutheran missionary.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship The income from a bequest of \$5,000 is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship The income from \$900 is given to a needy and deserving student.

Dr. Daniel F. Garland (1888) Scholarship The income from \$500 is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship The sum of \$1,000 contributed by Mr. and Mrs. Leo J. Gaver in memory of their son is awarded to a student on the basis of character, ability, and need, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship The income from \$12,225 contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for either the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship The income from \$10,200 contributed by the company is awarded to a deserving student.



Grand Army of the Republic Living Memorial Scholarship The income from \$2,500 donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship The income from a bequest of \$8,630 is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship The income from \$15,281 given by Mr. Hamme is awarded to a deserving student.

Dr. and Mrs. Leslie M. Kauffman Scholarship The income from \$19,000 donated by the Kauffmans is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or to premedical or preministerial students.

Hon. Hiram H. Keller (1901) Scholarship The income from \$15,000 bequeathed by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship The income from \$2,965 given by John M. McCollough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Clarence Gordon and Elfie Leatherman Scholarship The income from \$4,216 given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship The income from \$14,494 given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy men students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship The income from \$75,000 given in memory of Frank M. Long is awarded to students on the basis of character, need, and ability.

Charles B. McCollough, Jr. Memorial Scholarship Income amounting to about \$3,350 per year from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy men students.

Charles H. May (1904) Scholarship The income from \$5,000 bequeathed by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship The income from \$7,785 bequeathed by Dr. Meisenhelder is awarded to a deserving student.

J. Elsie Miller Scholarship The income from \$5,000 bequeathed by Mr. Miller is awarded to a ministerial student.

Miller-Dewey Scholarship The income from \$10,000 bequeathed by the Rev. Adam B. Miller (1873) is awarded to a deserving student.

Nellie Oller and Bernard Oller Memorial Scholarship The income from \$5,000 bequeathed by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.



Lovina Openlander Scholarship The income from \$3,000 is awarded to needy and deserving students.

Willard S. Paul Scholarship The income from \$43,871 contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter is awarded to a deserving student.

Earl G. Ports (1923) Scholarship The income from \$7,200 provided by Horace G. Ports (1925) in memory of his brother is awarded on the basis of character, need, and ability, preferably to a student in the Department of Physics.

Philip P. Rudhart Scholarship The income from \$26,812 bequeathed by Emma R. Binnix in memory of her brother is awarded to deserving male students.

Gregory Seckler (1965) Memorial Scholarship The income from \$2,500, given by Mr. and Mrs. J. M. Arnold, Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Memorial Scholarship The income from a bequest of Margie A. Smith in memory of her father will be awarded when the principal reaches a stated sum.

Edward J. Stackpole Scholarship The income from \$4,500 contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American History interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship The income from \$5,000 provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a ministerial student.

Dr. J. H. W. Stuckenberg Scholarship The income from \$15,000 bequeathed by Dr. Stuckenberg is awarded to a qualified student.

Warren L. Swope Scholarship Fund The income from \$5,000 contributed by Warren L. Swope (1943), a career diplomat, is awarded on the basis of character, ability, and need, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Music Scholarship The income from \$3,725 contributed by alumni and friends of the Gettysburg College Choir, is given to a needy and deserving student in the Music Department.

Dr. Rufus B. Weaver (1862) Scholarship The income from \$19,991 bequeathed by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship The income from \$5,000 bequeathed by Mr. Wellington is awarded to a deserving Lutheran ministerial student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship The income from \$14,250 contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf Scholarship The income from \$5,083 contributed by Dr. Spurgeon M. Keeny in honor of the Rev. Norman S. Wolf (1904) is awarded on the basis of scholarship, character, and need, preference being given to a student who is fatherless.

OTHER AID FOR STUDENTS

Aero Oil Company Scholarship The sum of \$600 provided by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Loans are available to members of the senior class from the *Alumni Loan Fund*, established by the Alumni Association and augmented by individual and class contributions. Applicants need at least one approved endorser of their note. The loan is interest free until one year after the borrower's class has been graduated, after which it bears interest at the rate of 6 per cent per year.

Frank D. Baker Scholarship The sum of \$300 is awarded to students in immediate need.

Cambridge Rubber Foundation Scholarship The sum of \$200 given by the Foundation, is awarded to a qualified male student of the basis of criteria agreed upon by the Foundation.

Mr. and Mrs. C. J. Kirschner established the *Alvan Ray Kirschner Scholarship Fund* in memory of their son who lost his life in World War I. The income from \$10,000 is awarded to two students, preference being given to applicants from Hazleton and vicinity. Application for these scholarships should be made directly to Mr. Carl E. Kirschner, Hazleton, Pennsylvania.

Lutheran Parent Education Society Scholarship The sum of \$200 is awarded to a needy and deserving Lutheran student, preferably one interested in church vocations. This sum is provided by the College in recognition of the efforts of the Parent Education Society over many years to assist worthy young men in preparing for the Lutheran ministry.

The St. James Lutheran Church of Stewart Manor, Long Island, has established *The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund* in memory of its late pastor. Amounting to \$1,000, this fund is used to assist worthy students under the same conditions as the Alumni Loan Fund.

Mr. Guy L. Moser established a trust fund to support grants to needy male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Application for these grants should be made directly to the Reading Trust Company, Trustee, Reading, Pennsylvania.

C. H. Musselman Company Scholarship A grant from The Musselman Foundation covering the comprehensive fee is awarded to a qualified student. If more than one applicant meets the general qualifications, preference is given to one intending to major in Chemistry or Business Administration.

Milton T. Nafey and Mary M. Nafey Student Loan Fund A sum of \$63,922 received from the estate of Mary M. Nafey provides a fund for student loans.

Presser Foundation Scholarship The sum of \$400 provided by the Presser Foundation, Philadelphia, is awarded to a qualified student in the Music Department.

Dr. E. Lloyd Rothfuss (1916) has contributed \$6,000 as the *Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund* in memory of his parents. This fund is administered under the same terms as the Alumni Loan Fund.

Sons of Union Veterans of the Civil War Scholarship The sum of \$250 provided by the Sons of Union Veterans is awarded to a student on the basis of need and ability.



Academic Regulations and Honors

A COMPILATION of many of the more detailed academic rules of the College is to be found in the *Summary of Regulations* issued annually by the Dean of Students and available to all students.

THE HONOR SYSTEM

An academic honor system was instituted at Gettysburg College in the fall of 1957. It is based upon the belief that undergraduates can be mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

No student is admitted to Gettysburg College without first having signed a pledge promising to uphold the rules governing the honor system. Freshmen receive detailed information regarding these rules during the summer before they enroll. Needless to say, a person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission involving suspension are reviewed by a faculty board of review.

REGISTRATION

By formally completing his registration, the student pledges to abide by College regulations.

No credit will be given in courses for which the student is not officially registered. The Registrar announces in advance the time and place of formal registrations. Late registrants are penalized by a fine of \$5.

CLASS ATTENDANCE

Regular attendance at all classes for which he is registered is the responsibility of the student. Each student is accountable for all work missed because of absence from class. Instructors are under no obligation to make special arrangements for students who are absent without official excuse. Instructors may report the name of a student with excessive absences to the Dean of Students for warning. If a student incurs other absences after being warned, he may be dropped from the course with a failing grade.

All students are required to attend the last meeting of each of their courses before a vacation period and the first meeting of each following a vacation period.

CREDIT FOR YEAR COURSES

No credit will be given for one semester of a year course except with the permission of the department concerned.

TRANSFER CREDIT

No credit will be given for courses taken by regular students in other colleges during the summer unless such courses have first been approved by the head of the department concerned and by the Dean of the College or the Dean of Students. Semester hour credit may be transferred if the grade earned in such courses is a C or better, but grades themselves are never transferred.

ACADEMIC STANDING

The Committee on Academic Standing reviews student records at the end of each semester. When a student's record is found to be unsatisfactory or when he is failing to make satisfactory progress toward graduation, he may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following semester or he may be required to withdraw.

A student with above-average aptitude who is not achieving beyond the minimum standard may be required to absent himself from the College for a semester or a year.

WITHDRAWAL

A student who withdraws from the College is expected to arrange for an interview with a member of the Dean of Students' staff.

REINSTATEMENT

A student who withdraws from the College in good standing, who is dropped for academic reasons, or who leaves for any other reason, must petition the Dean of Students for readmission. The petition will be reviewed by the appropriate committee on the basis of the student's past record, what he has done since leaving College, and his prospects of completing his undergraduate work.

THE GRADING SYSTEM

The following grading system is in effect: A (excellent); B (good); C (fair); D (unsatisfactory); F (failing); I (incomplete); W (withdrew without penalty); WP (withdrew passing); and WF (withdrew failing).

In successfully completing a course a student also earns a number of quality points. The following quality-point system is official: A, 4; B, 3; C, 2; D, 1; F, 0.

Instructors may modify their letter grades with plus and minus signs. These are placed on the student's permanent record and reproduced on all transcripts, but they are disregarded except in certain computations for honors.

An F remains on the permanent record and is reproduced on all transcripts. No student may repeat an elective course which he has failed without the consent of the department concerned.

An I is used only when emergency situations, such as illness, prevent a student from completing the course requirements on time. An I not removed within the first six weeks of the semester following the one in which it was incurred becomes an F unless the Committee on Academic Standing extends the time limit.

A student who withdraws from a course during the first three weeks of a semester receives a W. After the first three weeks he receives a WP if he was passing the course when he withdrew, or a WF if he was failing it. A student who withdraws from a course during the last five weeks of a term will receive a WF regardless of his standing in the course at the time.

SENIOR HONORS

The following honors are awarded at the close of each academic year to members of the graduating class:

1. *Valedictorian*, to the senior with the highest academic average and who has been awarded Departmental Honors;
2. *Salutatorian*, to the senior with the second highest academic average and who has been awarded Departmental Honors;

3. *Summa cum laude*, to those seniors who have a quality point average of 3.75 or higher and who have been awarded Departmental Honors;

4. *Magna cum laude*, to those seniors who have a quality point average of 3.5 or higher and who have been awarded Departmental Honors; and

5. *Cum laude*, to those seniors who have a quality point average of 3.30 or higher.

In addition to the above, *Departmental Honors* are awarded to graduating seniors upon recommendation of their major departments. Except for Departmental Honors, senior honors are intended for students with four years' residence at Gettysburg College and computations for them are based on four years' performance. Grades earned in required courses in physical education are not considered. The Committee on Academic Standing may grant the honors of *summa cum laude*, *magna cum laude*, or *cum laude* to transfer students who have satisfied the conditions of the honor during at least four semesters in residence at Gettysburg College and who have presented excellent transfer grades. Departmental Honors are awarded to transfer students on the same terms as to other students.

OTHER HONORS

The names of those students who attain a quality point average of 3.5 or higher in any semester are placed on the *Dean's Honor List* in recognition of their academic attainments.

PRIZES AND AWARDS

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Convocation in October or a Spring Honors Convocation held in May.

Baum Mathematical Prize The income from \$500, contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

The Charles W. Beachem Athletic Award The Physical Education Department presents a cup in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior.

Beta Beta Beta Junior Award The sum of \$10 is given to the junior Biology major who is an active member of Beta Beta Beta and who has shown outstanding proficiency in the biological sciences during five semesters of college work. The award is based on interest, attitude, character, and scholarship.

Beta Beta Beta Provisional Award The sum of \$10 is given to the Biology major who has become a provisional member of Beta Beta Beta during the year and who has shown outstanding proficiency in the biological sciences during three semesters of



college work. This award is also based on interest, attitude, character, scholarship, and on the arrangement of a display.

C. E. Bilheimer Award A sum of money is awarded to the senior major in Health and Physical Education with the highest academic average.

Chemistry Department Research Award A sum of money provided by the Chemistry Department is awarded to the graduating senior Chemistry major who has made the greatest contribution both in his own research and to the research activities of the Chemistry Department.

Chi Omega Social Science Award The sum of \$25 is given by Chi Omega to the junior or senior girl excelling in the social sciences. The award is sponsored by the national fraternity on every campus which has an active chapter.

The Class of 1909 Award The income from \$5,000, contributed by the Class of 1909 on the fiftieth anniversary of its graduation, is awarded to a sophomore Chemistry major and is to be applied to the expenses of his junior year. The conditions under which the award is given will be explained to each student majoring in Chemistry at the beginning of the sophomore year.

Delta Gamma Alumnae Association Award The sum of \$25 is given to the junior girl who has made the greatest contribution to the College.

Delta Phi Alpha Prize A valuable book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award Under the auspices of the family of Anthony di Palma (1956), a medal is presented to the junior having the highest marks in History. Other things being equal, preference is given to a member of the Sigma Chi fraternity.

The Malcolm R. Dougherty Mathematical Award The income from \$1,000, contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in Mathematics and working to earn part of his college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from \$8,600, contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

French Cultural Counselor's Award A medal presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Freshman Achievement Award A sum of money is awarded by the College to honor the student who received the highest accumulative academic average in the freshman class.

Samuel Garver Greek Prize The income from \$500, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during his freshman year.

Samuel Garver Latin Prize The income from \$500, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during his freshman year.

Graeff English Prize The income from \$500, given by John E. Graeff (1843), is awarded to the senior writing the best English essay on an assigned subject.

David H. Greenlaw Memorial Prize The income from \$1,000 contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded in the form of books and/or records to the student who has contributed most to the technical aspects of the College's drama productions.

John Alfred Hamme Award Two awards of \$50 each, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

The Henry W. A. Hanson Scholarship Foundation Award The income from \$9,035 contributed by College Alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Hassler Latin Prize The income from \$500, contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Frank H. Kramer Award The sum of \$25 is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his work in the Department of Education.



The Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from \$4,000 is given each year to a junior who has maintained high scholarship and evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

Lutheran Brotherhood Scholarship Awards Three awards of \$300 each, established by the Lutheran Brotherhood Life Insurance Society, are awarded to juniors who are Lutherans and who qualify by reason of religious leadership, academic ability, and other characteristics.

Military Memorial Prize The income from \$500, contributed by alumni and friends of the College, is awarded on an equal basis to the two students, one in Military Science and one in Air Science, who have attained the highest standing in either the first or second year of the advanced course of the Reserve Officers' Training Corps.

Franklin Moore Award The income from \$6,500, contributed by the friends of Mr. Moore, is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from \$500, given by Dr. Frederick A. Muhlenberg (1836), is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

William F. Muhlenberg Award The income from \$850 is awarded to a junior on the bases of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from \$500, contributed by the Rev. Dr. J. C. Nicholas (1894), is awarded to the senior who has done the best work in advanced courses in Biblical Literature and Religion.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

William H. Patrick (1916) Award The sum of \$25 is awarded to the student who has demonstrated a distinct proficiency in public speaking, in both class and public appearances.

Pennsylvania Institute of Certified Public Accountants' Award A book is presented to the senior student in accounting who excels academically and who, by participation in campus activities, demonstrates qualities of leadership.

Phi Sigma Iota Prize Awards are given to the two members presenting the best papers to the fraternity.

Pi Delta Epsilon Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Psi Chi Award The sum of \$25 is awarded to the senior Psychology major who, in the opinion of the department, has best shown and is most likely to continue to show promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award The sum of \$15 is awarded to the junior Psychology major who displays the greatest potential and initiative.

Martha Ellen Sachs Prize The income from \$1,000, contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English Composition, with consideration given to improvement made during the year.

Sceptical Chymists Prize To encourage the presentation of meritorious talks, the sum of \$10 is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sophomore Achievement Award A sum of money is awarded by the College to honor the student who received the highest accumulative academic average in the sophomore class.

Sophomore Economics Award The sum of \$25 contributed by a student is awarded to a sophomore Economics major who qualifies on the basis of achievement, character, and ability.

Stine Chemistry Prize The income from \$1,000, contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior Chemistry major on the basis of his grades in Chemistry, laboratory technique, personality, general improvement in four years, and proficiency in Chemistry at the time of selection.

Dr. George W. Stoner Award The income from \$10,000 is awarded to a worthy male senior accepted by a recognized medical college.

Student Affairs Committee Award A citation is awarded to a student in recognition of the quiet influence he has exerted for the improvement of the campus community.

Teachers College Book Prize The award of a book on the topic of education is presented through Teachers College, Columbia University, to the junior who expresses the most constructive interest in educational issues.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of Finance and Economics.

Samuel P. Weaver Scholarship Foundation Prizes Sums of \$50 and \$25, established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Charles R. Wolfe Memorial Award The sum of \$25 is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

Edwin and Leander M. Zimmerman Senior Prize The income from \$1,000 is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are not eligible for prizes and awards.



Courses of Instruction

COURSES NUMBERED in the 100's are planned primarily for freshmen, those in the 200's primarily for sophomores, and those in the 300's primarily for juniors and seniors. Courses in the 400's are elected normally by seniors, require individual study and research, and often involve participation in seminars.

Odd-numbered courses are generally given in the first semester and even-numbered courses in the second semester. Term courses which are offered both semesters are identified in the course description. Year courses are indicated by an odd and an even number, joined together by a comma or a hyphen. Year courses in which successful completion of the first semester is a prerequisite for the second semester are indicated by a hyphen between the numbers (for example, 101-102). Students should ask the department concerned to determine whether credit will be given for the partial completion of a year course. Year courses in which the second semester may be taken without the first are indicated by a comma (for example, 101, 102).

Unless otherwise stated in the course description, the number of hours a course meets each week is the same as the number of hours credit per semester. For example, semester courses carrying three hours credit, and similarly year courses carrying six hours credit, normally meet three hours each week.

The Dean of the College issues an annual Announcement of Courses which lists the courses to be offered in the following year, and the time and place scheduled for each section. Students should consult this announcement when preparing their schedules.

The College reserves the right to withdraw any course for which there is insufficient enrollment.

Art

Professor Qually (Chairman)
Associate Professor Annis
Instructor Ozegovic



The art curriculum is designed to function as an integral part of the liberal arts program of the College. The department places emphasis on basic courses and the interweaving of theory and practice. In addition to their value as an extension of general education, these courses also form a foundation for graduate and professional study.

Graduates in Art most commonly enter the professions of college or high school teaching, positions as curators or directors of art museums, industrial design, commercial art, and careers as professional painters, sculptors, or printmakers.

An expanding collection of more than 17,000 color slides buttresses the teaching of art history. Students also have available to them a corresponding collection of opaque reproductions of painting, architecture, and sculpture. Field trips to art museums in Washington, Baltimore, and Philadelphia, as well as art exhibitions at the College, make possible the necessary contact with original works of art.

Requirements for a major include 36 semester hours, 12 of which must be in art history. Students intending to major in Art should take two courses in the department during the freshman year: Drawing and Basic Design. Progress toward a major will be critically examined by the department at the end of the sophomore year. In the senior year comprehensive examinations will include a review by the Art faculty of the major's studio work.

The department offers to the nonmajor a selection of studio and history courses which aim both at general appreciation and personal expression.

Any basic studio course, as well as courses in art history, may be selected to satisfy the College distribution requirement in Art.

HISTORY OF ART

203, 204 HISTORY OF PAINTING

Mr. Qually

A survey of painting from ancient to modern times in relation to the environment from which it grew. Comparative appraisal of the art of different periods, and analyses of the developing styles of major painters of each period. Historical knowledge is balanced by increasing the understanding of painting as an aesthetic unity and as expressive form.

Six hours credit

207 HISTORY OF ARCHITECTURE AND SCULPTURE TO 1750

Mr. Annis

An historical survey and critical analysis of the development of mass, volume, and space from ancient Egypt through the Baroque period in Europe, with major emphasis on architecture.

Three hours credit

208 HISTORY OF MODERN ARCHITECTURE

Mr. Annis

A study of the development and character of modern architecture and the contributions of Sullivan, Wright, Gropius, and Corbusier toward creating new environments for contemporary society.

Three hours credit

210 HISTORY OF SCULPTURE

Mr. Annis

The evolution of sculptural forms from the major historical periods in Western art is examined in terms of man's changing image of man.

Three hours credit

212 HISTORY OF AMERICAN PAINTING

Mr. Ozeovic

The scope of this course is from colonial times to the present. Relates American to European painting when that relationship is important. Demonstrates the response of painters to the changing American scene, providing a visual identification with our past and insights into the American heart and mind. With this as background, major attention is given to painting of the twentieth century, with as much emphasis as possible on important advances made since World War II.

Three hours credit

217 HISTORY OF INDIAN ART

Mr. Annis

An historical survey of the iconographic and stylistic aspects of Buddhist, Hindu, Jain, and Islamic art in India, with emphasis on sculpture and architecture.

Three hours credit

218 HISTORY OF CHINESE AND JAPANESE ART

Mr. Ozeovic

A survey of major periods of Chinese and Japanese art, taking into account the philosophical background motivating these periods and influencing the nature of the art forms.

Three hours credit

403 SENIOR SEMINAR

Staff

Reading, research, and group discussion dealing with critical, aesthetic, social, and formal aspects of modern art, requiring a synthesis of previous studies in the histories of architecture, painting, and sculpture. Some seminars to be held at major museums and galleries of modern art in New York and Washington, D. C. *Prerequisites:* 203, 204; 207, 208; 210; 212.

Three hours credit

STUDIO COURSES

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize; and integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses in order to combine theory with practice.

The department has presses for etching and lithography as well as welding equipment and a foundry for sculpture.

The department reserves the right to keep selected student work permanently.

221, 222 BASIC DESIGN

Mr. Qually

An introductory course requiring no previous training. Designed to develop a capacity to think visually and provide a basic discipline to free and direct the creative imagination. Assigned problems involve a variety of media and elements of visual communication: line, value, form, space, texture, and color.

Six hours credit

225, 226 DRAWING

Mr. Annis

Employs a variety of media and progresses from the study of simple forms to still life, figure studies, and nature. Its objective is to transform the visual world into meaningful plastic form through the acute observation of nature. For beginning students.

Six hours credit

227, 228 PAINTING

Mr. Qually

Not restricted to any one medium, but work in oil and plastic media predominate, with experience in abstract problems, still life, figure compositions, and landscape. Color theory, design structure, and historical reference are stressed in accompanying lectures. This beginning course is designed to increase the student's understanding of visual form as an aesthetic unity, as expression, and to develop his creative capacity. *Prerequisites for majors:* Art 221, 222 and 225, 226.

Six hours credit

231, 232 PRINTMAKING

Mr. Ozegovic

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of etching, serigraphy, woodcut, and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisites for majors:* Art 221, 222 and 225, 226.

Six hours credit

235, 236 SCULPTURE

Mr. Annis

The beginning student is acquainted with the problems of three-dimensional form through the use of a variety of media and techniques. Emphasis on clay modeling and casting in both permanent and impermanent materials. Correlated lectures develop theories of mass, volume, and spatial organizations as expressed in past periods and contemporary art.

Six hours credit

301, 302 ADVANCED DRAWING

Mr. Annis

A continuation of Art 225, 226. Involves problems in composition and study of the figure. *Prerequisite:* Art 225, 226.

Six hours credit

303, 304 ADVANCED PAINTING

Mr. Qually

Encouragement given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisite:* Art 227, 228.

Six hours credit

307, 308 ADVANCED PRINTMAKING

Mr. Ozegovic

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisite:* Art 231, 232.

Six hours credit

311, 312 ADVANCED SCULPTURE

Mr. Annis

Emphasis is placed on independent projects in various media: terra cotta, bronze and aluminum casting, welded metal sculpture, and carving in wood and stone. *Prerequisite:* Art 235, 236.

Six hours credit

401 INDEPENDENT STUDY

Staff

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest, whether studio or history. Repeated second semester.

Hours and credit arranged



Asian Studies

In the world of today, the value of a liberal education is enhanced by knowledge of the history, ideas, arts, and sciences of civilizations other than one's own. The various courses in Asian Studies offer the student a variety of approaches to understanding the two most populous non-western civilizations: East Asian and South Asian. An Asian Studies Committee fosters these studies at the College.

Descriptions of the various courses are included under their respective departments. History 225-226 and History 227-228 provide a useful foundation for the other Asian Studies offerings.

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|---|---|---|
| Art 217 | THE HISTORY OF INDIAN ART | Mr. Annis
<i>Three hours credit</i> |
| Art 218 | THE HISTORY OF CHINESE AND JAPANESE ART | Mr. Ozegovic
<i>Three hours credit</i> |
| Biblical Literature and Religion 215, 216 | RELIGIONS OF THE WORLD
Messrs. Dunkelberger and Hammann
<i>Six hours credit</i> | |
| History 221, 222 | HISTORY OF THE FAR EAST
Mr. Stemen
<i>Six hours credit</i> | |
| History 225-226 | THE CIVILIZATION OF CHINA AND JAPAN
Mr. Stemen
<i>Six hours credit</i> | |
| History 227-228 | THE CIVILIZATION OF INDIA
Mrs. Gemmill
<i>Six hours credit</i> | |
| History 325 | TWENTIETH CENTURY CHINA
Mr. Stemen
<i>Three hours credit</i> | |
| Political Science 302 | ASIAN GOVERNMENTS
Mr. Boenau
<i>Three hours credit</i> | |

Biblical Literature and Religion

Professors Dunkelberger (Chairman)
and Freed
Associate Professors Loose
and C. A. Moore
Assistant Professors Hammann,
Sulouff, and Trone



Essential to an understanding of man is a knowledge of his religious beliefs and institutions. In the West, the Hebrew-Christian tradition has been the predominant religious influence, leaving its imprint upon the events of three millenniums and exerting its impact today. Central to study of the Hebrew-Christian tradition is serious investigation of the Bible both as an historical document dealing with significant events and persons and as a document of faith illustrating the great affirmations of prophets, priests, apostles, and evangelists. Complementary to study of the Bible is investigation of the background for present-day religious thought and action. Also, the contemporary world community in which we live demands an appreciation of religions that have been influential in other civilizations.

Minimum requirements for a major include 24 semester hours with a concentration either in Biblical Literature or Religion. Courses 101 and 102, or 103 and 104, required of all students, are prerequisite for all other courses in the department and may be counted toward either a major or a minor. (Courses 101 and 104 or 103 and 102 will fulfill the distribution requirement.) Courses 201 or 213 and 214 are to be regarded as the usual prerequisites for the 300 courses, and course 403 is required for a major. It is recommended that all majors take courses in Greek, Latin, German, or French. Pre-theological students and those contemplating church vocations should consider a major in this department.

101-102 HISTORY, LITERATURE, AND RELIGION OF OLD AND NEW TESTAMENT TIMES

Staff

In the first semester Hebrew history from the age of Abraham to about 200 B.C. along with religious and literary developments are studied. The history and culture of Israel is related to that of surrounding nations. The second semester continues the study of Judaism as a background for early Christianity, examines the literature of the New Testament, and surveys the spread of Christianity through the Roman world. Credit is not given for both 101-102 and 103, 104.

Six hours credit

103, 104 HISTORY, LITERATURE AND RELIGION OF OLD
AND NEW TESTAMENT TIMES Messrs. Moore and Freed

These special sections are recommended for interested and able students who wish to study the content of courses 101 and 102 in greater depth and breadth. Field trips, special reports, critical book reviews, panel discussions, and a term paper supplement the lectures. For admission to these sections the student must pass a qualifying examination. Credit is not given for both 101-102 and 103, 104. *Six hours credit*

201 RELIGIOUS IDEAS OF THE BIBLE Messrs. Freed or Sulouff

A critical and systematic study of major religious ideas of the Bible such as God, man, law, justice, covenant, faith, sin, repentance, salvation, and resurrection in their historical contexts. Students will make the primary investigations, and their findings will be discussed in class. *Three hours credit*

205-206 SUMMER BIBLICAL-CLASSICAL SEMINAR OVERSEAS
Messrs. Dunkelberger and Moore

A seminar involving two periods on campus totaling approximately three weeks of concentrated study of the geography, archaeology, and history of the Biblical tradition. Between the two periods will be three weeks of travel and scholarly investigation in Egypt, Jordan, Israel, and Greece. Offered in the summer only.

Six hours credit

213 CHURCH HISTORY: TO THE FIFTEENTH CENTURY Mr. Trone

An historical study of all groups who claimed the name "Christian" from the post-Biblical period to the fifteenth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents. *Three hours credit*

214 CHURCH HISTORY: FIFTEENTH TO TWENTIETH CENTURY
Mr. Dunkelberger

The study of the pluralistic development of Christianity from the formulative stage of the sixteenth-century Reformation through the scholastic, pietistic, enlightenment, evangelical, and nineteenth-century liberal periods. *Three hours credit*

215, 216 RELIGIONS OF THE WORLD
Messrs. Dunkelberger and Hammann

A survey of the history, sacred literature, ideas, and practices of the religions of the world apart from the Hebrew-Christian tradition. The formation of archaic religions and the origins and developments of major living religions such as Hinduism, Buddhism, and Islam will be given special attention. Where possible, original sources in translation will be used to gain an understanding of religious systems that is both critical and appreciative. *Six hours credit*

301 THE PROPHETS OF THE OLD TESTAMENT
Messrs. Moore or Sulouff

A study of the life and times of Israel's prophets as drawn from both Old Testament and extra-Biblical sources, with special emphasis given to both the uniqueness of prophetic interpretations and to their lasting effect upon Judeo-Christian thought. *Three hours credit*

303 WISDOM LITERATURE

Mr. Moore

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the Wisdom Literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites.

Three hours credit

305 THE LIFE AND TEACHINGS OF JESUS

Mr. Freed

A critical survey in depth of the life and teachings of Jesus as presented in the Gospels of Matthew, Mark, and Luke. Among others, the problems of historicity and mythology in the Gospels are dealt with in an effort to learn about the life and way of Jesus.

Three hours credit

306 THE GOSPEL OF JOHN

Mr. Freed

Chief emphasis is given to the thought and content of the Gospel itself. An effort is made to discover some of the various forms of its thought background, especially that of the Old Testament. Some study of the Gospel in its relationship to the synoptic Gospels and to the First Epistle of John.

Three hours credit

309 HISTORY OF CHRISTIAN THOUGHT: TO THE FIFTEENTH CENTURY

Mr. Trone

A study of the systematic presentations of the Christian faith is made by examining the works of Church Fathers, Doctors of the Church, arch-heretics and pagan philosophers, mainly Greek and Latin, who have influenced the theological positions of pre-Reformation churches.

Three hours credit

310 HISTORY OF CHRISTIAN THOUGHT: FIFTEENTH TO TWENTIETH CENTURY

Messrs. Dunkelberger or Loose

A study of late medieval and Reformation theological thought and subsequent theological formulations in the scholastic, pietistic, enlightenment, evangelical, and nineteenth century liberal periods.

Three hours credit

311 CONTEMPORARY RELIGIOUS THOUGHT IN THE WEST

Messrs. Dunkelberger, Hammann, or Loose

A critical study of primary theological literature of nineteenth and twentieth century Europe and America. An effort will be made to show contrasts and continuity of themes and constitutive ideas in representative works.

Three hours credit

312 THEOLOGY AND LITERATURE

Mr. Loose

A critical reading of representative theological systems to bring into focus the dominant religious ideas influencing Western culture since 1800. Literary works are subjected to analysis and theological interpretation to determine the form and content given to those ideas by men of letters.

Three hours credit

314 JUDAISM FROM 200 B.C. TO A.D. 200

Mr. Freed

Its history, institutions, groups, and teachings. Jewish literature of the period, including that of the Qumran community, is studied as the basic source of information for this period and as a primary background for study of the New Testament.

Three hours credit

403 SENIOR SEMINAR

Staff

Provides a supervised program of intensive research, discussion, written papers, and oral reports, emphasizing methods of interpretative analysis and requiring a knowledge of the important and current literature in the areas selected by the student. Required of majors and open to advanced students by permission of the staff.

Three hours credit

Biology

Professors Barnes (Chairman)
and W. C. Darrah
Associate Professor Beach
Assistant Professors Cavaliere,
H. H. Darrah, Logan,
and Winkelmann
Instructor Hendrix
Assistants



The courses in this department are designed to provide broad understanding of the basic principles of general and comparative biology: classical, experimental, and molecular. Emphasis is placed on the following features: the cultural values of biological science; the correlation of biology with the social and the physical sciences, and the integration of biology with other areas of human knowledge and experience; biological principles in relation to human life; and fundamental training for students who plan to enter graduate schools for advanced training in biology, medicine, dentistry, nursing, forestry, laboratory technology, or other professional biological fields.

A minimum of 8 semester courses (32 hours) in Biology is required for a major. This minimum is exclusive of Biology 401, 405, 406 and General Education 303. The minimum must include Biology 101-102, unless the student enters with advanced standing, and Biology 201, except in the case of special programs. At least one year of chemistry (Chemistry 101-102 or 111-112) is required of all majors.

For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Biology.

101-102 GENERAL BIOLOGY

Messrs. Darrah, Cavaliere, Hendrix, and Barnes

An introduction to the biology of organisms: the basic principles of structure and function; the molecular basis of nutrition, metabolic processes, growth, and form; the principles of inheritance; the major groups of organisms and their interpretation. Three class hours and three laboratory hours.

Eight hours credit

201 COMPARATIVE ANATOMY OF VERTEBRATES Mr. Winkelmann

Detailed examination of the origins, structure, and functions of the principal organs of typical fishes, amphibians, reptiles, birds, and mammals. Special attention is given to the progressive modification of organs from lower to higher vertebrates. *Prerequisite:* Biology 101–102. Two or three class hours and three to six laboratory hours. Repeated second semester. *Four hours credit*

203 VERTEBRATE ZOOLOGY Mr. Winkelmann

The classification, evolution, and natural history of vertebrates, including a survey of the taxonomy and behavior of the local vertebrate fauna. *Prerequisite:* Biology 201 or the consent of the instructor. Class hours, laboratory, and field work. *Four hours credit*

207 MICROTECHNIQUE Mrs. Darrah

Theory and use of the microscope and other types of optical instruments; manipulation of microorganisms; techniques of preparing materials for microscopic investigations. *Prerequisite:* Biology 101–102. Two or three class hours and three to six laboratory hours. Repeated second semester. *Four hours credit*

215 BOTANY: BIOLOGY OF LOWER PLANTS Mr. Cavaliere

Vegetative organization and reproduction in algae, fungi, lichens, and bryophytes: physiology, ecology, theories of evolutionary origin, and phylogenetic relationships. *Prerequisite:* Biology 101–102. Three class hours and three laboratory hours. *Four hours credit*

216 BOTANY: THE VASCULAR PLANTS Mr. Darrah

The tracheophytes: comparative anatomy, morphogenesis, and histology of the vascular body. Introduction to plant taxonomy. *Prerequisite:* Biology 101–102. Three class hours and three laboratory hours. *Four hours credit*

303 PRINCIPLES OF GENETICS Mr. Beach

The fundamental principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. *Prerequisite:* Biology 101–102. Three class hours and three laboratory hours. *Four hours credit*

306 PRINCIPLES OF ECOLOGY Mr. Beach

The study of the principles of systematics and ecology of plants and animals with particular emphasis on the application of these principles to natural environments. *Prerequisite:* Biology 101–102. Three class hours and three laboratory hours. *Four hours credit*

313 CYTOLOGY, HISTOLOGY, HISTOCHEMISTRY

The structure and function of cells and tissues of the animal body. The laboratory techniques used in studying cell and tissue chemistry and function. *Prerequisite:* Biology 207. Three class hours and three laboratory hours. *Four hours credit*

321 EMBRYOLOGY Mr. Barnes

The descriptive and experimental aspects of animal development. Vertebrates are emphasized in the study of the formation of the various organ systems. *Prerequisite:* Biology 201. Two or three class hours and two two-hour laboratory periods. *Four hours credit*

323 PARASITOLOGY

Mr. Hendrix

An introduction to the general principles of parasitism with emphasis upon the evolution, taxonomy, morphology, and physiology of animal parasites. *Prerequisites:* Biology 101-102 and 207. Three class hours and three laboratory hours.

Four hours credit

326 INVERTEBRATE ZOOLOGY

Mr. Barnes

The anatomy, physiology, embryology, and natural history of the major groups of invertebrates and a consideration of the principles of invertebrate phylogeny. *Prerequisite:* Biology 101-102. Three class hours and three laboratory hours.

Four hours credit

330 GENERAL MICROBIOLOGY

Mr. Hendrix

The nature and importance of microorganisms, especially bacteria. *Prerequisite:* Biology 101-102. Two or three class hours and two two-hour laboratory periods.

Four hours credit

336 PLANT PHYSIOLOGY

Mr. Cavaliere

Plant growth and development: functions, nutrition, and metabolism. Analysis of differentiation at cellular, tissue, and organ levels. *Prerequisite:* Biology 101-102. One year of chemistry is recommended. Two class hours and two two-hour laboratory periods.

Four hours credit

337 GENERAL ANIMAL PHYSIOLOGY

Miss Logan

A study of the functions of animal organ systems, considering aspects of both vertebrate and invertebrate physiology. *Prerequisite:* Biology 201. One year of chemistry is strongly recommended. Three class hours and three laboratory hours.

Four hours credit

338 CELLULAR PHYSIOLOGY

Miss Logan

Cellular physiology: the mechanics and dynamics of the cell. *Prerequisites:* Biology 101-102 and Chemistry 101-102 or 111-112. Three class hours and three laboratory hours.

Four hours credit

350 INTRODUCTION TO PALEONTOLOGY

Mr. Darrah

The geologic history of plant and animal groups and their relations to existing organisms. Fossils and their interpretation; laboratory methods for preparation of fossils for investigation. *Prerequisites:* Biology 101-102 and Biology 201, 216, or 326. Three class hours and three laboratory hours.

Four hours credit

401 BIOLOGICAL SEMINAR

Staff

Selected topics in biology; the use of scientific, bibliographic, and reference tools in the preparation of research papers based upon data primarily in current journals. Primarily for senior majors.

Two hours credit

405, 406 PROBLEMS IN BIOLOGY

Staff

An introduction to special techniques and methods in biological investigation. Offered to junior and senior Biology majors with the approval of the department. Hours and credit arranged.

Maximum credit of four hours

Chemistry

Professors Schildknecht (Chairman),
Sloat, and Weiland

Associate Professors Fortnum and Rowland
Assistants



The curriculum of the department aims to provide an understanding of the basic principles and theories of chemistry and of methods of chemical investigation. Lectures, discussions, qualitative and quantitative experiments, assigned library topics, seminars, and research problems are designed to emphasize the methods and reasoning processes of chemistry rather than the accumulation of facts. Recent developments in theoretical and experimental chemistry receive attention.

The basic requirements for a major are 32 semester hours and include Chemistry 111-112, 203-204, 305-306, and 317, 318. In the senior year majors preparing for graduate school or chemical research may elect Chemistry 353, 354, 364, and 373, and may engage in independent study (Chemistry 401). Physics 111-112 is taken by all majors, preferably in the sophomore year. Majors should fulfill their language requirements in German, with French and Russian as possible alternatives.

The curriculum of the department is approved by the American Chemical Society. Laboratory and library facilities are provided for independent study

and research. In the junior and senior years term papers and seminars help students acquire facility in speaking, writing, and the use of chemical literature. Qualified juniors and seniors have opportunities for experience as laboratory instructors and research assistants. The department sponsors a program of lectures by invited speakers from universities, medical schools, and chemical industries.

Many graduating majors enter graduate schools of chemistry and biochemistry, medical and dental schools, or go directly into industrial or government research. Others enter high school teaching, medical technology, scientific library work, or the chemical industry.

For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

101-102 GENERAL CHEMISTRY

Mr. Sloat and Assistants

The occurrence, properties, uses, and methods of preparation of the more common elements and their compounds, and theoretical principles involved. Special emphasis is placed upon the scientific method of reasoning and the application of chemical principles through the solving of problems. Designed for beginners and liberal arts students. Emphasis is placed upon applications of chemistry to modern living and the role it has played in the development of contemporary civilization. Credit is not given for both 101-102 and 111-112. Two lectures, one recitation, and three laboratory hours.

Eight hours credit

111-112 FUNDAMENTALS OF CHEMISTRY

Messrs. Rowland, Fortnum,
Weiland, and Assistants

Modern theories of atomic structure are used as the basis for developing an intimate knowledge of fundamental laws governing chemical combinations. As a course designed primarily for science majors, much emphasis is placed upon the solution of problems as a means of best understanding those principles which underlie all important branches of chemistry. Qualitative and quantitative analytical methods are utilized extensively in the laboratory work. An adequate secondary school course in chemistry is recommended for those contemplating Chemistry 111-112. Three lectures and three laboratory hours.

Eight hours credit

203-204 ORGANIC CHEMISTRY

Mr. Schildknecht

A systematic study of the compounds of the aliphatic, alicyclic, and aromatic series, with special emphasis upon relationships and synthesis of the more important compounds together with the study of their properties and applications. Theories of reactivity and reaction mechanisms are discussed. Special topics include stereochemistry and polymerization. Three lectures and three laboratory hours.

Eight hours credit

305-306 PHYSICAL CHEMISTRY

Mr. Fortnum

The principles of thermodynamics are applied in studies of the states of matter, solutions, electrochemistry, and equilibrium. Quantum theory is used in the study of structure and bonding. Theories of kinetics are applied to rates and mechanisms of

reactions. The application of chemical principles is developed in laboratory experiments and projects. *Prerequisites:* Chemistry 111–112, Physics 111–112, and Mathematics 205–206. Three lectures and three laboratory hours. *Eight hours credit*

317, 318 ANALYTICAL CHEMISTRY Mr. Weiland

Basic chemical principles are applied to contemporary analytical techniques. Instrumental methods studied in the second semester include potentiometry, polarography, amperometry, spectrophotometry, and radiochemistry. *Prerequisite:* Chemistry 111–112. Two lectures and six laboratory hours. *Eight hours credit*

321, 322 TEACHER'S COURSE Mr. Sloat

Designed to acquaint the student with the practical aspects of class and laboratory teaching. Strongly recommended for prospective teachers and graduate students. One lecture and three laboratory hours. *Four hours credit*

353 ADVANCED ORGANIC CHEMISTRY Mr. Rowland

Topics covered include the point group classification of organic compounds, stereochemistry, the mechanisms of organic reactions, and an introduction to chemical kinetics. The structures of compounds are determined in the laboratory by qualitative organic analysis and instrumental methods, and by comparison with authentic samples prepared by syntheses. *Prerequisite:* Chemistry 203–204. Two lectures and six laboratory hours. *Four hours credit*

354 ADVANCED ORGANIC CHEMISTRY Mr. Rowland

A comprehensive study of the conformational analysis of organic compounds, the chemistry of steroids and other natural products, important organic reactions, and additional special subjects. A seminar is given by each student on a topic of current interest in organic chemistry. *Prerequisite:* Chemistry 353. Three lectures. *Three hours credit*

364 ADVANCED PHYSICAL CHEMISTRY Mr. Fortnum

Selected topics in physical chemistry such as elementary quantum theory, atomic and molecular structure, spectroscopy, elementary statistical mechanics, properties of macromolecules, solid state chemistry, theory of rate processes, adsorption, catalysis, nuclear chemistry, and radiochemistry. *Prerequisite:* Chemistry 305–306. Three lectures. *Three hours credit*

373 ADVANCED INORGANIC CHEMISTRY Mr. Fortnum

Principles of physical chemistry are applied to a study of inorganic substances. Among the topics discussed are structure, stereochemistry, coordination compounds, and reaction mechanisms. *Prerequisite:* Chemistry 305–306. *Three hours credit*

401 INDEPENDENT STUDIES Staff

Honors work, research, laboratory and literature studies, especially in the fields of analytical chemistry, biochemistry, organic synthesis, physical chemistry, polymerization, and steroid chemistry. With department permission. Laboratory work and conferences. Repeated second semester. *One to three hours credit*

Classics

Associate Professor Pavlantos
(Chairman)

Assistant Professor C. R. Held
Instructor Parks



The main objective of the department is to give a thorough foundation in Latin and Greek to those students who expect to specialize in this field as teachers, graduate students, archaeologists, or linguists. The department also strives to contribute to the education of those who are not specialists; to help in the clear and artistic expression of thought; to help understand the terminology of science, law, theology, medicine, etc.; and to help all students to a better understanding of language structure in general and thereby to a mastery of English. The long-range objective is to show all students that the great literary men of Greece and Rome addressed themselves to thoughts and ideas which are as urgent in the twentieth century as they were to those ancient civilizations.

Requirements for a major in Latin: 30 hours beyond Latin 101-102, including Latin 302, 309, and 310. Requirements for a major in Greek: 30 hours beyond Greek 101-102, including Greek 307 and 308.

Latin 201-202, 203, 204 and Greek 201-202 may be used to meet the College's foreign language requirement. Latin 203, 204, 301, 303, 304, 305, 306, 307, 308, 310 and 401, and Greek 203, 204, 301, 302, 303, 304, 305, 306, 308 and 401 may be used to fulfill the College distribution requirement for literature.

For prospective secondary school teachers the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

GREEK

101-102 ELEMENTARY GREEK

Staff

An introduction to the reading of ancient Greek.

Six hours credit

201-202 INTERMEDIATE GREEK

Staff

Designed to increase the student's skill in reading texts. Selections from Xenophon are read, and a systematic review of the syntax of Greek is conducted through the use of prose composition. *Prerequisite:* Greek 101-102.

Six hours credit

203 PLATO

Mr. Parks

The *Apology* and the *Crito*, with selections from other dialogues, are read to give a coherent picture of Socrates. May be taken at the same time as Greek 201.

Three hours credit

204 NEW TESTAMENT

Mr. Parks

Selections from the New Testament are studied, both for their language and for their content. May be taken at the same time as Greek 202.

Three hours credit

301 HOMER

Mr. Parks

Selections from the *Iliad* or *Odyssey* read in the original Greek.*Three hours credit*

302 HERODOTUS

Mrs. Pavlantos

Extensive reading of the Greek text.

Three hours credit

303 GREEK COMEDY

Mr. C. R. Held

Selected plays in the original Greek.

Three hours credit

304 GREEK TRAGEDY

Mr. C. R. Held

Selected plays in the original Greek.

Three hours credit

305 GREEK LYRIC POETRY

Mr. Parks

A study of the remnants of classical Greek poetry, with the exclusion of epic and drama.

Three hours credit

306 GREEK ORATORY

Mr. C. R. Held

Selected orations in the original Greek.

Three hours credit

307 GREEK HISTORY

Mrs. Pavlantos

A survey of Hellenic civilizations from the earliest times to the Hellenistic age. A knowledge of Greek is not required.

Three hours credit

308 GREEK LITERATURE IN ENGLISH

Mrs. Pavlantos

An historical and critical survey of Greek literature from its beginnings to the Hellenistic period. A knowledge of Greek is not required.

Three hours credit

401 INDEPENDENT STUDY

Staff

Designed for advanced majors.

Hours and credits arranged

LATIN

- 101-102 ELEMENTARY LATIN Staff
 An introduction to Latin. *Six hours credit*
- 201-202 INTERMEDIATE LATIN Staff
 Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read. *Prerequisite:* two years of secondary school Latin or Latin 101-102. *Six hours credit*
- 203 LIVY Staff
 Selections in the original Latin. *Prerequisite:* four years of secondary school Latin or Latin 201-202. *Three hours credit*
- 204 HORACE Staff
 Selections from the *Odes* and *Epodes*. *Three hours credit*
- 301 LUCRETIUS Mr. C. R. Held
 Selections from *On the Nature of Things*. *Three hours credit*
- 302 LATIN PROSE COMPOSITION Mr. C. R. Held
Three hours credit
- 303 CICERO Mr. C. R. Held
 Selections from the works of Cicero. *Three hours credit*
- 304 ROMAN COMEDY Mr. Parks
 Selections from Plautus and Terence. Survey of the Roman theater; origin and development of Roman drama. *Three hours credit*
- 305 OVID Mrs. Pavlantos
 Selections from the *Metamorphoses*. *Three hours credit*
- 306 ST. AUGUSTINE Mr. C. R. Held
 Selections from the first nine books of the *Confessions*. An introduction to the life and thought of the greatest of the Latin church fathers. *Three hours credit*
- 307 ROMAN ELEGY Mr. Parks
 Selections from Catullus, Tibullus, Propertius, and Ovid. *Three hours credit*
- 308 VERGIL Mrs. Pavlantos
 A seminar devoted to the study of Vergil's literary style. Open only to seniors and qualified juniors. *Three hours credit*
- 309 ROMAN HISTORY Mrs. Pavlantos
 The history of the Republic and Empire. A knowledge of Latin is not required. *Three hours credit*
- 310 LATIN LITERATURE IN ENGLISH Mrs. Pavlantos
 An historical and critical survey of Roman literature from the beginnings to the patristic literature. A knowledge of Latin is not required. *Three hours credit*
- 401 INDEPENDENT STUDY Staff
 Designed for advanced majors. *Hours and credits arranged*

Economics and Business Administration

Professors W. F. Railing (Chairman) and
Zagars

Associate Professors Baird, Hill, and Williams

Assistant Professor R. M. Gemmill

Instructor Sylvester

Lecturer J. M. Railing

Assistants



The courses offered by the department are designed to acquaint the student with the functioning of economic systems, that is, the means by which human wants are satisfied from the scarce resources at the disposal of a society. Economics is the social science which is concerned with the study of the operation of various types of economic systems, but in most of the courses offered by the department, primary emphasis is placed on the functioning of the American economic system. Business Administration is the study of the language, functions, techniques, and creative opportunities involved in the control and operation of the business firm. A student may select either Economics or Business Administration as his major field. The department offers theoretical and applied courses which meet the needs of students who intend to enter graduate or professional schools, or who plan a career in business or government. Fundamentals rather than techniques are stressed. Majors in the department normally minor in one of the following fields: Mathematics, Political Science, Psychology, Philosophy, Sociology and Anthropology, or History.

A student who is majoring in Economics is required to take the following: Economics 153-154, 201-202, 303, 309, 311, 324, 333, 341-342, 361, and 366. The requirements for a major in Business Administration are as follows: Economics 153-154, 201-202, 309, 311, 341-342, 361, 363, 365, 366, and 367. In addition, majors in Economics and majors in Business Administration are required to have at least one year of college mathematics or its equivalent. In order to qualify for Departmental Honors, seniors must take Economics 401.

Economics 201-202 is required for a minor in the department, and is a prerequisite for all the other courses except Economics 153-154, 205, 341-342, 363, 365, and 366. Upon application by a student, the prerequisites for a course may be waived by the instructor.

The College distribution requirement in social science may be satisfied by Economics 201-202 or Economics 203.

153-154 ELEMENTARY ACCOUNTING

Messrs. Baird and Sylvester

An introduction to principles of accounting and procedures of double entry book-keeping as applied in accounting for single proprietorships, partnerships, and corporations. The preparation and analysis of financial statements with attention directed to managerial use of accounting data. Three class hours and two laboratory hours.

Six hours credit

201-202 PRINCIPLES OF ECONOMICS

Messrs. Gemmill, Railing, Williams, and Zagars

The purpose of this course is to give the student a basic understanding of economics, with emphasis on the operation of the American economic system. It deals with topics of neoclassical, Keynesian, and post-Keynesian economics such as private enterprise, national income, employment and growth, money and banking, monetary and fiscal policy, the price system, income distribution, and international economics. A student completing this course should be able to analyze economic problems and reach well-considered judgments on public policy issues.

Six hours credit

203 PRINCIPLES OF ECONOMICS

Mr. Railing

This course is a survey of the existing and changing economic order. It considers the determination and control of the level of economic activity along with a brief study of the factors affecting the production, exchange, and distribution of wealth. It is designed to meet the requirements in Economics for those who wish to be certified to teach social studies in the public schools of Pennsylvania. This course is not acceptable in partial fulfillment of the major or minor requirements of the department. Repeated second semester.

Three hours credit

205 CULTURAL, SOCIAL, AND PHYSICAL GEOGRAPHY

Mr. Hill

The approach is first to understand the physical elements of our environment. This is followed by a systematic and regional study of the habitable earth with emphasis on resources and their development, and the involvement of the cultural, economic, and political institutions. Designed for those who wish to be certified to teach in the public schools. Repeated second semester.

Three hours credit

253-254 INTERMEDIATE ACCOUNTING

Mr. Baird

A continued and more intensive study of principles and theories prevalent in accounting and consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters.

*Prerequisite: Economics 153-154.**Six hours credit*

301 LABOR ECONOMICS

Mr. Zagars

A study of the structure and activities of labor organizations. An analysis of labor and management relations from the viewpoint of the employee, the employer, and the public.

Three hours credit

302 THE ECONOMICS OF TRANSPORTATION

Deals with the various modes of transportation, their development, characteristics, operations, problems, and regulation. Consideration of rapid developments which have occurred in the fields of highway and air transport and coordination of the different types of transport.

Three hours credit

303 MONEY AND BANKING

Mr. Gemmill

Undertakes to explain the role of money and financial institutions in determination and fluctuation of price and income levels. Among the topics presented are the nature and the functions of money and credit, credit instruments, monetary standard, classes and functions of commercial banks and their operations, the structure and operation of the Federal Reserve System, theories of the value of money, credit control, and monetary policy. Repeated second semester.

Three hours credit

305 PUBLIC FINANCE

Mr. Railing

This course is concerned with the principles, techniques, and effects of obtaining and spending funds by governments, and of managing government debt. The nature, growth, and amount of the expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. The growth and size of governmental debt in the United States is also studied.

Three hours credit

306 INTERNATIONAL ECONOMICS

Mr. Zagars

A study of the basic theory and major institutions of international economic relations: international trade and finance, barriers to trade and trade agreements, foreign investment, and foreign economic policies.

Three hours credit

309 MACROECONOMIC THEORY

Mr. Railing

This course is a study of the theory of the determination of the aggregate level of economic activity in a free enterprise system, the methods by which a high level of employment and income may be maintained, and related aspects of economic policy. There is also a brief consideration of social accounting, with special emphasis on the National Income Accounts of the Department of Commerce. Repeated second semester.

Three hours credit

311 MICROECONOMIC THEORY

Mr. Hill

Includes the theory of consumer demand and the theory of price and output under market conditions of pure competition, monopolistic competition, monopoly, and oligopoly. Factor price determination is also considered with respect to wages, interest, rent, and profits. Repeated second semester.

Three hours credit

324 COMPARATIVE ECONOMIC SYSTEMS

Mr. Zagars

A comparative analysis of the philosophical, political, and economic principles and tenets of centrally directed economies as opposed to exchange economies. Primary attention is given to factors explaining the evolution and present structure of economic institutions in societies of the Soviet type in relation to the economies of the United States and Western Europe.

Three hours credit

331 ECONOMIC PROBLEMS AND ANALYSIS

Mr. Williams

An analysis of current economic problems, based on selected readings which are designed to exemplify the divergent opinions possible on important and controversial issues of an economic or governmental nature. Being interdisciplinary in its approach, this study utilizes the language and principles of political economy in a descriptive and analytical approach to economic problems. Designed to encourage individual thinking and a sounder understanding of problems of economics and citizenship.

Three hours credit

333 HISTORY OF ECONOMIC THOUGHT AND ANALYSIS Mr. Zagars

An historical study and analysis of economic ideas, institutions, and policies in relation to major forms of social, political, and economic organizations since antiquity. *Three hours credit*

336 ECONOMIC DEVELOPMENT

Mr. Zagars

An examination of the economic and non-economic factors accounting for the economic growth of Western and non-Western nations and underdeveloped areas. A review of the nature of economic development; the problems encountered in initiating the process of economic growth; the significance of demographic forces in the growth process; the role of government in promoting vigorous and steady development; and the influence of social, political, and geographic factors on capital formation and technological advancement. Various theories of economic growth are considered. Major policy issues associated with foreign economic aid are discussed.

Three hours credit

341-342 ECONOMIC AND BUSINESS STATISTICS

Mr. Hill

The application of statistical techniques and analysis to quantitative measurements in economics and business. The first semester includes measures of central tendency, dispersion, skewness, kurtosis, the normal curve, probability, Chi square test for goodness of fit, sampling, inference theory, and the application of statistical techniques in decision making. The second semester includes regression analysis, linear and curvi-linear correlation, rank correlation, index number construction and applications, time series analysis, and an introduction to variance analysis. *Prerequisite:* One year of college mathematics or its equivalent. *Six hours credit*

350 THE COMPUTER AND ITS USE IN ECONOMICS AND BUSINESS

This course considers the nature and development of high-speed electronic computers, and their use in economics and business. Lectures and case materials are concerned with such topics as the analysis of economic and business data handling problems, the place of the computing facility in the organizational structure of the firm, the economics of high-speed computation, program construction, and the impact of computers on decision-making. *Three hours credit*

353-354 COST ACCOUNTING

Mr. Baird

A study of the fundamental concepts of accounting for production costs of companies engaged in manufacturing, with practice work in job order, process, and standard costs. During the second semester emphasis is placed on managerial control and use of cost accounting data. *Prerequisite:* Economics 153-154. *Six hours credit*

355 AUDITING

Mr. Baird

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is assimilated through completion of a practice set. *Prerequisite:* Economics 153-154. *Three hours credit*

356 FEDERAL TAXES

Mr. Baird

A study of federal taxes with emphasis on the accounting and managerial implications of the law. Preparation of returns and introduction to some of the aspects of researching tax problems are included. *Prerequisite:* Economics 153-154. *Three hours credit*

361 MARKETING PRINCIPLES AND PRACTICES

Mr. Sylvester

An analysis of the performance of business activities which direct the flow of goods and services from producer to consumer. Emphasis is on the managerial approach to the evaluation, control, and selection of variable components of the marketing program. Repeated second semester. *Three hours credit*

363 BUSINESS LAW

Mrs. Railing

An introduction to the field of law with special emphasis on the nature of the sources of law, legal remedies, and the courts. Contracts and negotiable instruments are among the areas covered. Repeated second semester. *Three hours credit*

365 INDUSTRIAL RELATIONS

Mr. Williams

Scientific manpower management, or personnel principles and policies. Describes the nature of management commitment and introduces the techniques and areas of responsibility that contribute to a sound personnel program. Both the functional context and the behavioral factors and implications underlying individual and group behavior are considered, as are the social and economic background and material concerning the union movement and its managerial implications in the collective bargaining arrangement. Additional time is spent on the essential concerns of the individual student as he seeks a job, characteristics which will aid or diminish his career prospects, and what he may expect as he works on the job. *Three hours credit*

366 BUSINESS MANAGEMENT

Mr. Williams

An introduction to the language and background of scientific management: its changing social responsibilities, and the major functional areas of internal and external activities of the firm, along with some of the alternate possibilities open to it. The course deals with organization, financing, research, and development, as well as managerial and budgetary techniques. The specialized language and techniques used in management are presented, along with some emphasis on the means used to achieve communication, cooperation, facilitation, and coordination within the enterprise. Behavioral considerations and social implications in the work relationship are discussed. Additional emphasis on management theory and executive decision making, both as a means for control and as a social response, is undertaken. *Three hours credit*

367 CORPORATION FINANCE

Mr. Gemmill

Deals with raising and administering of funds used in the modern corporation: corporate organization, stocks and bonds, principles of long-term finance, management of working capital and income, security exchanges, corporate expansion, and failure and reorganization. *Three hours credit*

370 INVESTMENTS

Mr. Gemmill

Examines basic economic factors bearing upon informed investment decisions, utilizing security and market analysis. The analysis deals with the effect of general economic influences upon specific investment situations in business, institutional, and governmental securities. *Prerequisite: Economics 367. Three hours credit*

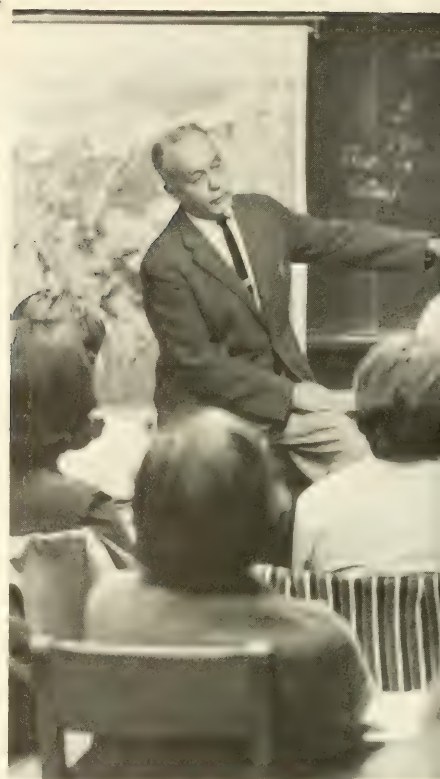
401 SENIOR SEMINAR

Mr. Railing

Open to majors with the consent of the department. Research papers on contemporary economic problems are prepared and discussed. Offered second semester, only. *Three hours credit*

Education

Professor Rosenberger (Chairman)
Associate Professor Johnson
Assistant Professors Fellenbaum and
J. T. Held
Instructor Slaybaugh



The primary purposes of teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts pertaining to the art of instruction, a thorough understanding of educational problems, and actual participation in activities of the classroom through student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 23–27. A maximum of 18 hours credit in Education may be counted toward the Bachelor of Arts degree.

301 EDUCATIONAL PSYCHOLOGY Messrs. Johnson and Slaybaugh

The development of the individual and psychological principles of learning are extensively investigated. An introduction to evaluating and reporting pupil progress. *Prerequisite:* Psychology 201. Repeated second semester. *Three hours credit*

303 EDUCATIONAL PURPOSES AND METHODS, INCLUDING AUDIO-VISUAL AIDS Messrs. Johnson and J. T. Held

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. The underlying principles and techniques involved in use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisite:* Psychology 201 and Education 301. Repeated second semester. *Four hours credit*

304 TECHNIQUES OF TEACHING AND CURRICULUM OF SECONDARY (subject)

The secondary subjects are: Biology, Chemistry, English, French, Spanish, German, Latin, Mathematics, Health and Physical Education, and Social Studies. This course is taught by a staff member of each department having students in the Education Semester. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated second semester. *Two hours credit*

306 EDUCATIONAL PURPOSES AND METHODS IN LANGUAGE ARTS, SOCIAL STUDIES, AND GEOGRAPHY, INCLUDING AUDIO-VISUAL AIDS Mr. Slaybaugh

Introduction to the aims and function of the elementary school. Consideration of the subject matter of grammar, literature, spelling, and skill in oral expression and writing. The philosophy and approach for teaching social studies and geography is incorporated with the audio-visual materials, equipment, and techniques appropriate to the subject areas. *Prerequisite:* Education 301. *Three hours credit*

307 EDUCATIONAL PURPOSES AND METHODS IN SCIENCE, MUSIC, ART, HEALTH AND PHYSICAL EDUCATION, INCLUDING AUDIO-VISUAL AIDS Mr. Slaybaugh

Scientific principles for mastery by the elementary pupil in conjunction with appropriate experimental procedures. The correlation of art and music with other elementary subjects. Study of art and music as background for assisting the special teacher. Health knowledge and physical activities for the elementary child. *Prerequisite:* Education 306. *Three hours credit*

309 HISTORICAL AND SOCIAL FOUNDATIONS OF EDUCATION Mr. Rosenberger and Mrs. Fellenbaum

The relationship of the modern school to society. The historical development of the schools. The current concerns of education and an analysis of their social dimensions. Repeated second semester. *Three hours credit*

313 SECONDARY SCHOOL CURRICULUM

Mr. Johnson

The philosophy, practices, and problems of secondary school curricula. The construction and revision of courses are investigated as well as the core curriculum. A general orientation to guidance and extracurricular activities. *Prerequisite:* Education 301. *Three hours credit*

328 PRINCIPLES OF GUIDANCE

Mr. Rosenberger

The principles and practices of counseling and guidance. The systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisite:* Education 301. *Three hours credit*

331 FOUNDATIONS OF READING INSTRUCTION

Mr. Slaybaugh

An introduction to the theory and problems in reading instruction at elementary and secondary levels. Current trends relating to recognition of these problems and appropriate instructional aids. *Prerequisite:* Psychology 201. *Three hours credit*

334 CORRECTIVE READING

Mr. Slaybaugh

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading. *Prerequisite:* Education 331. *Three hours credit*

337 AUDIO-VISUAL EDUCATION

Mr. Johnson

The underlying philosophy, principles, and techniques involved in use of sensory aids. Intended to increase effectiveness of both new and experienced teachers in the use of such aids. *Prerequisite:* Education 301. Offered in the summer session only. *Three hours credit*

401 STUDENT TEACHING—ELEMENTARY

Mrs. Fellenbaum and Mr. Slaybaugh

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. *Prerequisites:* Education 306, 307, 331, and Mathematics 208. *Nine hours credit*

403 STUDENT TEACHING—SECONDARY

Messrs. Rosenberger and J. T. Held

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. *Prerequisites:* Education 301 and 303. Repeated second semester. *Six hours credit*



English

Professors Geyer (Chairman) and Lindeman
Associate Professors Bolich, Pickering, and
Stewart

Assistant Professors Baskerville, Clarke,
Koomjohn, Locher, McLennand, and Schmidt
Instructors Lowenthal, Marsden, Miller, and R. L. Smith
Lecturers Hartzell and Stroup

The courses offered by the department are designed to train students to express their thoughts correctly and effectively through spoken and written language and to understand, interpret, and assimilate as fully as possible the thoughts and experiences of the great creative and imaginative minds of our English and American literature.

Through a close and vital relationship with literature of true worth the student may obtain many of the values generally associated with a liberal arts education: self-discovery, an enlargement of sympathy and understanding, greater toleration for others, and growth of the spirit and the imagination. In addition, the program in English is excellent preparation for careers in teaching, publishing, journalism, and government service and for graduate study leading to advanced degrees in English, the ministry, and library work.

The requirement for a major is a minimum of 30 semester hours of English and American literature. All majors are required to take English 211, 212, and 365, 366. In addition, 6 hours must be selected from each of the following groups:

Group I: 331, 334, 337, 362, 368

Group II: 342, 345, 348, 351, 372

Group III: 321, 322, 324, 327, 328

History 203, 204 and 231, 232 and Philosophy 201, 301 and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses.

English 221, 222, 223, 224 and Theater Arts 202 are designed primarily for nonmajors wishing to fulfill the College literature requirement. With the approval of the department other literature courses may be selected, but normally English 211, 212 is considered a prerequisite for advanced literature courses.

Majors planning to teach in the secondary schools are required to take English 215, 216, and 301. Speech 201 is recommended. Also, the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English.

COMPOSITION AND GRAMMAR

101-102 ENGLISH COMPOSITION

Staff

Aims to develop the student's ability to express himself in clear, accurate, and thoughtful English prose and to read with appreciation and understanding through training in the principles of composition, careful reading of a variety of literary works, and adequate practice in expository writing. Exemption from English 101 granted under conditions described on page 18.

Six hours credit

201 ADVANCED COMPOSITION

Mr. Pickering

An intensive course in advanced rhetorical techniques with special emphasis on exposition and argumentation.

Three hours credit

205, 206 CREATIVE WRITING

Mr. Clarke

A workshop in the writing of short stories, verse, and plays, with an analysis of models.

Six hours credit

301 MODERN GRAMMAR

Mrs. McLennand

Modern analytical methods of describing the English language are studied against a background of traditional grammar. Emphasizing the organizational principles of language, the course aim is understanding of essential technical vocabulary, the main outlines of English syntax, fundamentals of transformational grammar, and the linguistic fact that English is a complex system of recurring patterns.

Three hours credit

LITERATURE

211, 212 INTRODUCTION TO THE STUDY OF LITERATURE

Mr. Geyer, Mrs. McLennand, and Miss Stewart

Aims to introduce the student to the various critical approaches to literature. Analysis of those elements intrinsic to the poem, play, and novel viewed as works of art producing unique aesthetic experiences: language, formal structure, thought pattern, conventions, and modes. Also deals with bibliographical techniques requisite to literary research.

Six hours credit

215, 216 HISTORY OF AMERICAN LITERATURE

Mr. Locher

A chronological survey of American literature from colonial days to the present with emphasis on historical context. Writings other than belles-lettres will be studied, particularly in the earlier years. The first semester ends with Mark Twain; the second semester carries through to major contemporaries.

Six hours credit

221 INTRODUCTION TO THE NOVEL

Mr. R. L. Smith

An intensive study of the novel as a genre, primarily designed for nonmajors. Through critical analyses of selected British and American novels, the student will be given the means to judge, as well as appreciate, this literary form.

Three hours credit

222 INTRODUCTION TO THE SHORT STORY

Miss Miller and Mr. R. L. Smith

Designed primarily for the nonmajor, this course is an intensive study of the short story as a literary form, with some discussion of technique and theory. Attempts to stimulate a valid appreciation and informed judgment through precise critical analysis of selected works.

Three hours credit

223 INTRODUCTION TO POETRY

Miss Koomjohn

Designed primarily for the nonmajor, this course makes a detailed study of selected British and American works through critical analysis of form, structure, and meaning of the poetic genre.

Three hours credit

224 INTRODUCTION TO THE DRAMA

Mr. Lowenthal and Mr. Schmidt

A course designed to acquaint the nonmajor with excellent representative plays from early drama to the present day. Considerable attention will be given to modern and contemporary plays (English, American, and Continental), covering the experimental movement near the end of the nineteenth century to current productions.

Three hours credit

321, 322 THE ENGLISH NOVEL

Mr. Pickering

With reference to previous form and content in works of literature, English 321 examines the beginnings of the English novel in John Bunyan, late in the seventeenth century, follows the development of the novel and its audience through the end of the eighteenth century to Jane Austen. English 322 takes the novel through the nineteenth century, from Scott and the increased consciousness of man in history, through Dickens and the consciousness of man in society, to Conrad and the consciousness of man in the world.

Six hours credit

324 MODERN FICTION

Mr. Geyer

The form and content of a number of English and American novels and short stories of the twentieth century are carefully studied against the social and intellectual background. Representative works by James, Conrad, Joyce, Woolf, Lawrence, Crane, Hemingway, Faulkner, and others are read.

Three hours credit

327 BRITISH DRAMA

This course represents a critical and historical survey of British drama, exclusive of Shakespeare, from the liturgical plays to the advent of the new drama in the late nineteenth century. Special attention is given to the development of significant genres and their correlation with the eras of which they were a part.

Three hours credit

328 MODERN DRAMA

This course includes, in addition to a study of selected plays of Ibsen and an appraisal of his significance as a dramatist, an analysis of post-Ibsen movements in the drama and of relevant plays.

Three hours credit

331 MEDIEVAL LITERATURE

Mr. Baskerville

After a rapid sketch of the development of Western literature from the Patristic age through the twelfth century, the course concentrates on such varied topics as medieval epic, the Arthurian legend, courtly love and the French romances, the Tristan and Isolde story, the Grail legend, Anglo-Saxon poetry, Middle English lyric, and Piers Ploughman.

Three hours credit

334 RENAISSANCE LITERATURE

Mr. Baskerville

The course deals mainly with the English prose and poetry of the Renaissance. Attention is concentrated on selected ideas and genres that are typical of the period, especially on Humanism and the Courtier; the sonnet and the pastoral; and the prose romances. The work of Edmund Spenser is used to summarize the highest achievement of the English Renaissance in nondramatic literature.

Three hours credit

337 THE SEVENTEENTH CENTURY

Miss Koomjohn

The time is divided equally between the poetry and the prose of the century, from Bacon through Dryden. Styles are examined, analytical categories are attempted, and prevailing ideas and interests of the age are identified and illustrated. Drama is excluded.

Three hours credit

342 THE EIGHTEENTH CENTURY

Miss Stewart

The literature of the century from Pope to Blake, with special emphasis on satire, social criticism, neoclassicism, and the beginnings of romanticism. The drama and the novel are excluded.

Three hours credit

345 THE ROMANTIC PERIOD

Mr. Geyer

A large body of poetry and selected prose published between 1783 and 1850 by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats is carefully examined. Attention is given to the historical and intellectual background.

Three hours credit

348 THE VICTORIAN PERIOD

Mr. Geyer

An intensive study of the major English prose writers and poets and their reaction to the social, economic, political, and aesthetic problems of the nineteenth century. Special attention is devoted to Carlyle, Tennyson, Browning, Arnold, Rossetti, Morris, and Swinburne.

Three hours credit

351 MODERN POETRY

Mr. Lindeman

A thorough study of a selected group of major American and British poets: E. A. Robinson, Robert Frost, Wallace Stevens, Gerard Manley Hopkins, W. B. Yeats, T. S. Eliot, and Dylan Thomas. Attention is given to the explication of individual poems and to the ways in which these poets respond to the persistent problems and themes of the contemporary intellectual climate.

Three hours credit

362 CHAUCER

Mr. Pickering

With careful scrutiny of the intellectual and physical world of the Middle Ages, the five major poems of Geoffrey Chaucer (including *Troilus and Criseyde* and *The Canterbury Tales*) are examined, marking the poet's debt to his French and Italian predecessors and contemporaries, his use of classical techniques and examples, and the final development of his original genius. *Three hours credit*

365, 366 SHAKESPEARE

A critical analysis of numerous plays; a study of Shakespeare's nondramatic poems, criticism, and historical and bibliographical materials. Special attention is given to the development of Shakespeare's poetic and dramatic art. *Six hours credit*

368 MILTON

The major poems and a few of the early minor works are read and interpreted in the classroom, so far as time permits. A few major prose works are required reading. An attempt to interpret Milton as an expression of his age. Frequent cross references to other literature, especially the classical background. *Three hours credit*

372 THEORIES OF LITERATURE

Mr. Lindeman

Undertakes to examine and compare the various ways in which man has regarded literary art: its sources, forms, and purposes. The history of critical theory is surveyed, from Plato and Aristotle to the present, with emphasis placed upon the modern period. Representative documents are read and discussed. *Three hours credit*

402 SENIOR SEMINAR

Staff

Provides an opportunity for a limited number of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of written papers and oral reports. Open only to majors upon invitation of the instructor and the department. Repeated second semester. *Three hours credit*

SPEECH

201 BASIC PUBLIC SPEAKING

Mr. Bolich

A study of the basic principles of public address: delivery, bodily action, and some attention to voice. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile materials. Repeated second semester. *Two hours credit*

202 ADVANCED PUBLIC SPEAKING

Mr. Bolich

The adaptation of public address to various purposes: to inform, entertain, convince, and induce to action. A portion of the course is devoted to the study of the impromptu speech. *Prerequisite:* Speech 201. *Two hours credit*

301 VOICE AND DICTION

Mr. Bolich

Proper use of the voice apparatus through drills and study in physical control, breathing, tone production, and resonance. Exercises in articulation, correct pronunciation through the use of the International Phonetic Alphabet. *Two hours credit*

302 ARGUMENTATION AND DISCUSSION

Mr. Bolich

The principles of logical proof in oral discourse. A complete study of the various forms of debate. Discussion and conference leadership are considered.

Two hours credit

303 ORAL INTERPRETATION

Mr. Bolich

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature.

Two hours credit

304 RADIO SPEECH

Mr. Bolich

Radio as a means of communication and as a social agency. The principles of radio speaking and script writing. Some attention is given to television. Field trips to nearby radio and television stations are included.

Two hours credit

THEATER ARTS

202 HISTORY OF THE THEATER

Mr. Schmidt

A survey of the theater from primitive man to the present. Emphasis will be placed upon the Classical, Medieval, Elizabethan, Neoclassic, and Modern periods, with special attention devoted to the continuity of theater through the ages, the particular relevance of theater design and production techniques to the plays of the periods, and the relationship between each period and the theater which it nurtured. In addition, students will be expected to analyze at least one work from each period in light of the theater of which it was a part.

Three hours credit

301 PLAY PRODUCTION

Mr. Schmidt

A study of theater from book to curtain. All major phases of the production of a play will be analyzed—direction, acting, set design, lighting, make-up, costuming, publicity, and theater management—with particular attention devoted to direction. Students will be expected to present at the conclusion of the semester a director's study of a full-length play, and in addition will direct scenes in class as well as act in other scenes. The actual construction and painting of scenery is an integral part of the course.

Three hours credit

310 DIRECTING

Mr. Schmidt

The study of the theory and technique of the art of the director: the historical role of the director; how the director selects a play and the criteria he employs; the analysis of a play; tryouts and casting; the purpose and technique of blocking; graphic composition and symbolic movement; stage movement and stage business; the director as a scenic artist; central staging; directing period drama; how the director relates to backstage and front-of-the-house. Students will be required to direct a number of scenes in class and to stage and produce a one-act play.

Three hours credit

315 ACTING

Mr. Schmidt

The study of the theory and techniques of the art of the actor: the various schools and styles of acting; the analysis of a part; the interpretation of a role; the building of a characterization; voice technique for the stage; the use of pantomime, including the study of gesture and movement.

Three hours credit

French (see Romance Languages and Literatures)

General Education Courses

In view of the growing complexity of our civilization and our increasing awareness of individual responsibility, it has become apparent that premature specialization and the departmental isolation of students and teachers are no longer either ethically defensible or socially practicable. An education valid for our world must find its basis in an integrated understanding of man in his essential roles: living creature in the natural universe, inheritor of a rich and significant past, participant in human institutions, and discoverer and creator of patterns and values which give meaning to human existence. Similarly, the wise choice of a vocation and adequate training in its special techniques must be based upon an inclusive knowledge of the chief fields of human endeavor and some appreciation of the special potentialities and obligations of the various callings.

In an attempt to provide such foundations for its students, the College has established the following general courses, the first two of which are required of all candidates for the Bachelor of Arts degree.

101-102 INTRODUCTION TO CONTEMPORARY CIVILIZATION

Instructors drawn from departments of Biblical Literature and Religion, Education, History, Philosophy, and Political Science.

A general education course introducing the student to the backgrounds of contemporary social problems through the major concepts, ideals, hopes, and motivations of Western culture since the Middle Ages. *Six hours credit*

201-202 LITERARY FOUNDATIONS OF WESTERN CULTURE

Instructors drawn from departments of Biblical Literature and Religion, Classics, English, and Romance Languages.

A study of the major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents. The authors included range from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. Complete texts are read and discussed, and the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated man. *Six hours credit*

301, 302 WORLD LITERATURE SINCE 1830

Mr. Lindeman

Continues the study of major literary documents into the nineteenth and twentieth centuries. European, English, and American novels and dramas are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, Proust, Joyce, Gide, Kafka, Mann, Camus, and Beckett. Does not fulfill a distribution requirement. *Prerequisite: General Education 201-202. Six hours credit*

303 THE DEVELOPMENT OF THE SCIENCES OF MAN Mr. Darrah

The relation of the tradition of the biological sciences to the intellectual interests of contemporary man. Interpretation of the human environment, man himself considered objectively, and the human values intrinsic in science. *Three hours credit*

German and Russian Languages and Literatures

Professor Schneider (Chairman)
Assistant Professor Collier
Instructors Fox, Reid, and
Traska



One of the attributes of a truly liberated individual is the acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an intelligent and informed understanding of the German and Russian people and a more meaningful appreciation of their significant contributions to the world's cultural heritage.

Through the increasing use of the foreign language in the classroom and supplementary audio-lingual drill in the laboratory, maximum effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as reading and writing.

A major is offered only in German and consists of a minimum of 33 semester hours beyond the level of German 102, including German 301-302 and German 311. Since it is the conviction of the department that the major

should involve a well-integrated program of learning, appropriate additional courses in other departments will be strongly recommended or required.

German 201-202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise. The following courses may be offered in fulfillment of the College literature requirement: German 321, 322, 323, 324, 325, 326, 327, 328, and Russian 301, 302.

For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary German.

GERMAN

101-102 ELEMENTARY GERMAN Staff

Essentials of grammar, composition, pronunciation. Oral and written work. Graded elementary reading. Supplementary drill in the language laboratory. Prepares for German 201-202. *Six hours credit*

201-202 INTERMEDIATE GERMAN Staff

Review of fundamentals and continuation of the work of German 101-102. Progressively more difficult reading, in class and outside, selected to introduce the student to German literature and civilization. Supplementary drill in the language laboratory. *Prerequisite:* German 101-102 or its equivalent. *Six hours credit*

301-302 ADVANCED GERMAN CONVERSATION AND COMPOSITION Miss Traska

Conducted in German and English. Written and oral work directed toward the achievement of greater fluency in spoken and written German as well as a higher level of proficiency in reading and listening comprehension skills. Intensive study of written and recorded cultural materials and supplementary drill in the laboratory. *Six hours credit*

311 HISTORY OF GERMAN CIVILIZATION Mr. Schneider

An intensive study will be made of the geography, linguistic development, and political and cultural history of the German people, including an appreciation of their major contributions to the world's cultural heritage. *Three hours credit*

321, 322 GERMAN LITERATURE OF THE EIGHTEENTH CENTURY Mr. Schneider (exclusive of Goethe)

Lectures and recitation. A study of German literature of the Rococo, Enlightenment, Storm and Stress, and Classicism, with emphasis on Lessing in the first semester and on Schiller in the second semester. Critical reading and analysis in class of representative works. Outside reading and reports. Offered in alternate years. *Six hours credit*

323, 324 GERMAN LITERATURE OF THE NINETEENTH CENTURY Mr. Schneider

Lectures and recitation. A study of German literature from 1790 to 1870 with emphasis in the first semester on Romanticism and in the second semester on the

writers of Young Germany, Regionalism, and Poetic Realism. Critical reading and analysis in class of representative works. Outside reading and reports. Offered in alternate years. *Six hours credit*

325, 326 GERMAN LITERATURE OF THE TWENTIETH CENTURY

Mr. Schneider

Lectures and recitation. A study of German literature from 1870 to the present with emphasis in the first semester on the writers of Naturalism, Impressionism, and Neo-Romanticism, and in the second semester on the writers of Expressionism and those since World War I. Critical reading and analysis in class of representative works. Outside reading and reports. Offered in alternate years. *Six hours credit*

327 GOETHE'S LIFE AND WORKS (exclusive of *Faust*)

Mr. Schneider

Lectures and recitation. Critical reading and analysis in class of the chief literary works of Goethe exclusive of *Faust*. Outside reading and reports. Designed to acquaint the student with the life and thought of Goethe, his position in the classical literature of Germany, and his influence on the thought and literature of the world up to the present. Offered in alternate years. *Three hours credit*

328 GOETHE'S *FAUST*

Mr. Schneider

Lectures and recitation. An intensive reading and analysis of the work in class. A study of its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports. Offered in alternate years. *Three hours credit*

402 SENIOR SEMINAR

Mr. Schneider

Supervised research projects on selected aspects of German literature and criticism, including writers, works, periods, and specific literary forms. Open only to majors. *Hours and credit arranged*

RUSSIAN

101-102 ELEMENTARY RUSSIAN

Mr. Collier

In the first semester emphasis is placed on pattern drill; pronunciation and active oral involvement on the part of the student are stressed. The second semester is a process of consolidation and deepening of work covered in the first semester. Introduction of reading texts. Supplementary drill in the language laboratory.

Six hours credit

201-202 INTERMEDIATE RUSSIAN

Mr. Collier

Review and consolidation of the first year's work. Reading and discussion of texts and topics in Russian and Soviet cultural material are then stressed. *Prerequisite:* Russian 101-102. *Six hours credit*

301, 302 ADVANCED RUSSIAN

Mr. Collier

Reading of short stories, plays, poetry of the nineteenth and twentieth centuries and of historical and literary background material in Russian and English. A study of the Russian language will be continued in depth. *Prerequisite:* Russian 201-202.

Six hours credit

Greek (see Classics)

Health and Physical Education

Professor Bream (Chairman)

Associate Professors Haas, Kenney, and Wescott

Assistant Professors Biser, Brownley, Garrett,

Hulton, Hummel, Reider, and Shoemaker

Instructors Huffman, R. D. Smith, and Steele

Assistant



One of the aims of the department is to provide worthwhile physical activity and instruction in habits of living which will promote the student's physical well-being and personal enjoyment both in College and afterwards. This aim is accomplished through course work, intramural and intercollegiate athletics, and other activities.

Male students take courses 101, 102, 201, and 202 to satisfy the College requirement in physical education. Women students complete this requirement by taking courses 103, 104, 203, and 204. All students enrolled in the required physical education program must pass a standard swimming test before graduation. Men students must complete satisfactorily a one-semester program in physical fitness. A course of modern dance is required of women students.

The department also offers an approved teacher training program for men and women. For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Health and Physical Education.

Requirements for a major include the following courses: 101 and 102 (103 and 104 for women), 111, 201 and 202 (203 and 204 for women); 212, 301, 302, 303, 304, 305, 309, 310, 311, 314, 317, 318, 325, 329, and 332.

PHYSICAL EDUCATION

101, 102, 201, 202 SKILL ACTIVITIES: MEN Staff

Participation in a variety of individual and team activities, based upon ability and progress. *Four hours credit*

103, 104, 203, 204 SKILL ACTIVITIES: WOMEN Staff

Women students have a program based on a quarter system. Elective activities and required courses for four credits will satisfy College requirements. *Four hours credit*

301, 302 SKILL ACTIVITIES: METHODS AND MATERIALS Staff

Methods and techniques of class organization and instruction in a variety of physical education activities. For men and women. *Four hours credit*

303, 304 SKILL ACTIVITIES: METHODS AND MATERIALS Staff

Continuation of 301, 302. For men and women. *Four hours credit*

305 AQUATICS Mr. R. D. Smith

Teaching methods and techniques in basic strokes, diving, lifesaving, and water safety. Repeated second semester. *Two hours credit*

307, 308 COACHING AND OFFICIATING Mr. Shoemaker

Theory and practice in the fields of coaching and officiating. First semester open to men only. *Four hours credit*

HEALTH AND PHYSICAL EDUCATION

111 INTRODUCTION TO HEALTH, PHYSICAL EDUCATION, AND RECREATION Miss Kenney

A general survey of the fields of health education, physical education, recreation, and camping. *Three hours credit*

212 PRINCIPLES AND CURRICULUM PLANNING Mr. Hulton

An evaluation of principles and their application in planning a modern physical education program. *Three hours credit*

309, 310 OBSERVATION AND DEMONSTRATION Staff

Individually assigned classes for student majors to provide a variety of experiences in observing, demonstrating, and teaching. *Two hours credit*

311 PERSONAL HEALTH Miss Kenney and Mr. Reider

Practical aspects of the everyday life of the individual in respect to personal health. Special emphasis is placed upon the acquisition of desirable attitudes toward personal health. *Three hours credit*

314 SCHOOL AND COMMUNITY HEALTH PROBLEMS Mr. Garrett

The role of official and nonofficial community organizations in the health of the individual, from the viewpoint of administration and service. *Three hours credit*

317 ANATOMY AND PHYSIOLOGY Mr. Brownley

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body. *Three hours credit*

318 PHYSIOLOGY OF EXERCISE AND CORRECTIVES Mr. Brownley

A study of motion, with particular emphasis placed upon body mechanics. The remedial steps necessary to overcome specific physical handicaps. *Three hours credit*

325 ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION Mr. Haas

Legal and administrative problems, personnel relations, social interpretation, budget and finance, and plant and office management. Senior course. *Three hours credit*

329 FIRST AID AND SAFETY EDUCATION Mr. Biser

The official Beginners' Red Cross First Aid course, with emphasis on the practical aspects of symptom recognition and safety. Repeated second semester. *One hour credit*

332 MEASUREMENTS AND EVALUATION IN HEALTH AND PHYSICAL EDUCATION Mr. Biser

Written and practical tests in the fields of health and physical education. *Three hours credit*

350 INTRODUCTION TO RESEARCH IN HEALTH AND PHYSICAL EDUCATION Miss Kenney

Fundamental techniques in research. A survey of research completed and needed. *Three hours credit*

History

Professors Bloom (Chairman),
Crapster, and Glatfelter
Associate Professors Bugbee and
Stemen
Assistant Professors Brass
and Martin
Instructor Freeman
Lecturers Forness and J. P. Gemmill



The department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done" by men in the past. Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through individually directed reading, an introduction to research, and classroom lectures and discussions, the student is encouraged to develop as a liberally educated person. The courses which the department offers help prepare the student for graduate study and for careers such as teaching, law, the ministry, public service, and business.

For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary History.

Requirements for a major are 30 semester hours, including History 231, 232, normally in the sophomore year; History 375 in the junior year; and History 401 or 403 in the senior year. Qualified students, with the approval of the department, may be excused from the 200-level courses. All majors must take 15 semester hours in 300-level courses or above, including History 375 and 401 or 403.

French 316, German 311, Greek 307, Latin 309, and Spanish 313, 314 may be counted in fulfilling the requirements for a major. Those planning on graduate study in history are strongly urged to take courses in literature. English majors and prelaw students are advised to take History 203, 204.

203, 204 HISTORY OF ENGLAND

Messrs. Brass and Crapster

Surveys English history from Roman times to the present, emphasizing institutional and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the courses is 1714. *Six hours credit*

221, 222 HISTORY OF THE FAR EAST

Mr. Stemen

A broad survey of Chinese, Japanese, and Korean history from the beginnings to the present. Emphasis on the Far Eastern response to the West and on philosophy, literature, and the arts. *Six hours credit*

225-226 CIVILIZATION OF CHINA AND JAPAN

Mr. Stemen

A study of the literary, intellectual, and artistic cultures of China and Japan, from the beginnings to the present. Utilizes lecturers from various fields. Does not count toward a History major. *Six hours credit*

227-228 CIVILIZATION OF INDIA

Mrs. Gemmill

The first semester deals with the historical development of South Asian civilization from its early origins to the coming of the Europeans, with emphasis on the classical period—religion, social organization, and the arts. The second semester is a modern historical study of the Indo-Pakistan sub-continent from the arrival of the Portuguese through the gaining of independence in 1947. Materials from the social sciences are used in exploring contemporary political, social, and economic problems. Utilizes lecturers from various fields. Does not count toward a History major. *Six hours credit*

231, 232 HISTORY OF THE UNITED STATES

Messrs. Bugbee and Freeman

An introduction to advanced American history courses and a survey for non-history majors. A study of American history from the early discoveries to the present. *Six hours credit*

311, 312 MEDIEVAL EUROPE TO 1500

Mr. Brass

Beginning with the era of military anarchy in the late third century, History 311 sketches the Roman, Christian, and German bases of medieval civilization and traces their development into the twelfth century. History 312 commences with the High Middle Ages and continues to the early sixteenth century. Cultural and intellectual developments are included, and some consideration is given to Eastern Europe. *Six hours credit*

313 EUROPE FROM THE REFORMATION TO 1689

Mr. Brass

This course begins with a consideration of the Renaissance in the late fifteenth century. Emphasis is given to the ideas of the religious reform movements, and the effects these movements had in struggles which culminated in the Thirty Years' War. Attention is also given to the rise of modern science. *Three hours credit*

314 THE ERA OF THE FRENCH REVOLUTION

Mr. Crapster

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution, developments in France and her relations with the rest of Europe between 1789 and 1815 are studied intensively. *Three hours credit*

315 EUROPE FROM 1815 TO 1918

Mr. Martin

European history is examined in its world setting from the Congress of Vienna to the end of the First World War. Revolutionary movements and diplomatic history receive special emphasis.

Three hours credit

316 EUROPE SINCE 1918

Mr. Martin

Attention is concentrated upon international problems and internal affairs of the leading states, beginning with the Treaty of Versailles. Particular notice is taken of the Nazi revolution in Germany and the origins of the Second World War, its progress, and its aftermath.

Three hours credit

321, 322 HISTORY OF RUSSIA

Mr. Martin

The first semester deals with the Russian state from early times to the end of the eighteenth century, stressing unification and westernization. The second semester covers the period from the Napoleonic wars to the present, including the literary, economic, and diplomatic activities of the Imperial and Soviet states.

Six hours credit

325 TWENTIETH CENTURY CHINA

Mr. Steman

A study of Chinese history from 1895 to the present decade. Emphasis on China's political and intellectual revolutions and foreign relations.

Three hours credit

331 AMERICAN CONSTITUTIONAL HISTORY

Mr. Bloom

Beginning with a brief look at the European and colonial origins of American political thought and practice, consideration is given to developing political theories, judicial interpretations, and institutional forms which comprise the American constitutional system today.

*Prerequisite: History 231, 232.**Three hours credit*

332 DIPLOMATIC HISTORY OF THE UNITED STATES

Mr. Freeman

This course deals with the foreign relations of the United States since 1776, emphasizing those aspects of American diplomacy which have had lasting or current effect. Special attention is paid to the interplay between foreign and domestic policies.

*Prerequisite: History 231, 232.**Three hours credit*

335, 336 SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES

Mr. Forness

This course traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. The first semester includes the period from 1789 to the Civil War. The second semester continues the course from that period to the present.

*Prerequisite: History 231, 232.**Six hours credit*

341 THE AMERICAN COLONIAL PERIOD

Mr. Bugbee

Commencing with the European background of the settlement of North America and the Age of Exploration, stress is placed upon economic, social, and constitutional developments to 1750. Attention is given to the impact of mercantilism, European rivalries in America, and attempts to achieve intercolonial unity.

*Prerequisite: History 231.**Three hours credit*

342 THE AMERICAN REVOLUTION, 1750-1789 Mr. Bugbee

The American phase of the disruption of the Old British Empire, beginning with the French and Indian War, is followed by a study of the Confederation period and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized. *Prerequisite:* History 231. *Three hours credit*

345 CIVIL WAR AND RECONSTRUCTION Mr. Bloom

An examination of the contrasting cultures of the antebellum North and South, the problems of territorial settlement after 1846, the failure to fix upon an acceptable compromise of sectional differences, the outbreak and progress of armed conflict, and the economic and political currents set in motion by the Civil War. The problems associated with the Reconstruction era are also studied. *Prerequisite:* History 231. *Three hours credit*

349 THE UNITED STATES FROM 1899 TO 1939 Mr. Glatfelter

An intensive study of selected aspects of the period from the beginning of the century through the years of the New Deal, and including Progressivism, the First World War, and the Twenties. *Prerequisite:* History 232. *Three hours credit*

350 THE UNITED STATES SINCE 1939 Mr. Glatfelter

The domestic and diplomatic problems of American participation in the Second World War, the demands made upon the United States as a leading power in the postwar world, and the degree to which the American people have adapted themselves to our rapidly changing times. *Prerequisite:* History 232. *Three hours credit*

354 HISTORY OF PENNSYLVANIA Mr. Glatfelter

A study of the political, economic, and cultural aspects of Pennsylvania history, including relationships with other states and the federal government. *Prerequisite:* History 231, 232. *Three hours credit*

375 HISTORICAL METHOD Mr. Glatfelter

A study of the methods employed in historical research, the development of historical writing, and some of the significant views or explanations of history. Repeated second semester. *Three hours credit*

401 SENIOR SEMINAR Staff

Provides an opportunity for a small group of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of papers and oral reports. Topics studied in recent years include imperialism, the American presidency, and Russo-American relations. Open only to majors upon the invitation of the instructor. Repeated second semester. *Three hours credit*

403 SENIOR RESEARCH THESIS Staff

Under the supervision of a member of the staff the student will select a topic and study it intensively. He will present his findings in the form of a senior thesis. Open only to senior majors. Repeated second semester. *Prerequisite:* History 375. *Three hours credit*

405 INDIVIDUAL READINGS IN HISTORY Staff

An individual program of directed readings. Topics are to be arranged by consultation between student and instructor. Repeated second semester. *Credit arranged*

Latin (see Classics)

Mathematics

Professor Holder (Chairman)
Associate Professors Moorhead and
Ziegler
Assistant Professors Butterfield,
Fryling, and Lavelle
Instructor Barrett



The Mathematics curriculum is designed to provide a solid foundation for students who will specialize in mathematics or in a field which uses mathematics, and to provide courses appropriate for all liberal arts students. Sufficient latitude is possible in the selection of courses to permit students majoring in Mathematics to prepare for graduate study, for careers as mathematicians in industry or government, or to be teachers of mathematics in the secondary schools.

A student intending to major in Mathematics normally will take the basic sequence Mathematics 111-112, 211-212 during his freshman and sophomore years. An accelerated student who has had a college-level calculus course

in high school may, with the consent of the department chairman, begin this sequence with Mathematics 112 or 211, depending on the extent and depth of the course he has had. Those lacking the prerequisites for Mathematics 111-112 will be required first to take Mathematics 105. Additional requirements for a major with non-teaching objectives are Mathematics 234, 311, and a minimum of 18 additional semester hours of 300-level courses, including at least one full-year sequence course. Those with the secondary school teaching objective are required to take, in addition to the basic sequence, Mathematics 234, 345, and at least 12 semester hours more of 300-level courses. For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Mathematics.

The following list shows courses especially recommended for the various objectives:

Graduate school preparation:	Mathematics 316, 323-324, 325, 333-334
Applied Mathematics:	Mathematics 316, 357-358, 361, 366
	Physics 317 and 319
Secondary Teaching:	Mathematics 323-324, 346, 353
	Education 304

It is recommended that all Mathematics majors satisfy the distribution requirement in science by taking Physics 111-112.

A minor in Mathematics must include either Mathematics 234 or a 300-level course.

103-104 INTRODUCTORY COLLEGE MATHEMATICS Mr. Moorhead

An introduction to the fundamental concepts of mathematics and a survey of the new and the old in mathematical disciplines. Emphasis is placed on principles and ideas. This course is intended for students who do not plan to take further work in mathematics.

Six hours credit

105-106 ELEMENTARY ANALYSIS Messrs. Butterfield and Ziegler

Elementary functions, their graphs and applications, including polynomials, rational, algebraic, exponential, logarithmic and trigonometric functions; three dimensional analytic geometry. An introduction to the differential and integral calculus of the elementary functions. *Prerequisite:* Three or more years of high school mathematics, preferably including trigonometry.

Six hours credit

111-112 ANALYTIC GEOMETRY AND CALCULUS I Staff

Differential and integral calculus of the elementary functions with associated analytic geometry. Introduction to the limit concept, sequences, series, and multivariate calculus. *Prerequisite:* A minimum of 3½ years college preparatory mathematics including a course in elementary functions.

Six hours credit

151 MATHEMATICS OF INVESTMENT

Mr. Ziegler

Commercial and financial applications of algebra, including progressions and logarithms. Simple and compound interest, installment payments, depreciation, amortization, annuities, life insurance, bond valuation, and similar topics.

Three hours credit

152 ELEMENTARY STATISTICS

Mr. Ziegler

Intended for the student who wishes to use statistics without emphasizing the mathematical theory. Use of graphic methods, measures of central tendencies, deviations, confidence intervals, trend, correlation, and regression. *Three hours credit*

205-206 CALCULUS

Mr. Moorhead

A sequel to Mathematics 105-106. Topics included are functions, limits, derivatives and their applications, integration, partial differentiation, multiple integrals, and an introduction to infinite series. Not intended for mathematics majors. *Prerequisite: Mathematics 105-106 or its equivalent.* *Six hours credit*

208 BASIC CONCEPTS OF ELEMENTARY MATHEMATICS

Mr. J. T. Held

Designed for future elementary school teachers. Topics include number systems, different bases, number line, use of sets, principles of arithmetic, introduction to algebra and informal geometry. *Three hours credit*

211-212 ANALYTIC GEOMETRY AND CALCULUS II

Staff

A continuation of Mathematics 111-112. A more rigorous treatment of limits, sequences, series, and multivariate calculus. Elements of linear algebra and ordinary differential equations. *Prerequisite: Mathematics 111-112.* *Six hours credit*

234 INTRODUCTION TO MODERN ALGEBRA

Messrs. Barrett and Butterfield

A study of selected topics in modern algebra such as the development of number systems; set theory; algebraic systems, including groups, rings, and fields. *Prerequisite: Mathematics 105-106 or 111-112.* *Three hours credit*

311 ADVANCED MULTIVARIATE CALCULUS

Messrs. Fryling and Holder

Vector algebra; differential and integral vector calculus, including Stokes' and Green's theorems; Fourier series and boundary value problems. *Prerequisite: Mathematics 211-212.* *Three hours credit*

316 COMPLEX VARIABLE THEORY

Mr. Fryling

Geometric concepts, analytic functions, mappings, integration, Laurent and Taylor series expansions, and calculus of residues. *Prerequisite: Mathematics 311.* *Three hours credit*

323-324 INTRODUCTORY REAL VARIABLE THEORY

Mr. Holder

The real number system, with emphasis on the completeness property and its consequences; elements of set theory; metric spaces; Bolzano-Weierstrass and Heine-Borel Theorems; continuity and uniform continuity; sequences and series of numbers and of functions, uniform convergence; the Riemann-Stieltjes integral. *Prerequisite: Mathematics 211-212.* *Six hours credit*

325 INTRODUCTION TO TOPOLOGY

Mr. Holder

Theory of sets, topological spaces, mappings, homeomorphisms, connectedness, compactness, metrization. *Prerequisite:* Mathematics 323-324.

Three hours credit

333-334 ALGEBRAIC STRUCTURES

Mr. Lavelle

A study of the basic structures of modern abstract algebra, particularly groups, rings, and fields, culminating in the fundamental theorem of Galois theory. Advanced topics in linear algebra. *Prerequisite:* Mathematics 234.

Six hours credit

345 ADVANCED EUCLIDEAN GEOMETRY

Mr. Moorhead

A modern axiomatic approach to the classical geometry of Euclid. *Prerequisite:* Mathematics 205-206 or 211-212.

Three hours credit

346 PROJECTIVE GEOMETRY

Mr. Moorhead

Topics covered include foundations of projective geometry, projectivities on the line, collineations in the plane, projective theory of conics, and applications to Euclidean geometry. *Prerequisite:* Mathematics 205-206 or 211-212.

Three hours credit

353 PROBABILITY

Mr. Fryling

The algebra of sets, discrete sample spaces, probability theorems, combinatorial methods, certain probability distributions, and topics associated with random variables. *Prerequisite:* Mathematics 105-106 or 111-112.

Three hours credit

357-358 MATHEMATICAL STATISTICS

Mr. Fryling

Probability, frequency distributions, sampling theory, testing hypothesis, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 205-206 or 211-212.

Six hours credit

361 DIFFERENTIAL EQUATIONS

Messrs. Barrett and Lavelle

Methods of solving differential equations of the first order and first or higher degree linear equations with constant coefficients, the Laplace transform, solution in series, applications to physical and geometrical problems. *Prerequisite:* Mathematics 205-206 or 211-212.

Three hours credit

366 NUMERICAL METHODS

Messrs. Barrett and Lavelle

Finite differences, interpolation, numerical methods of solving equations, with particular emphasis on differential equations, preparation of flow charts, characteristics of high-speed automatic computers. *Prerequisite:* Mathematics 205-206 or 211-212.

Three hours credit

401 SENIOR SEMINAR

Staff

Under the direction of a staff member advanced topics will be studied and discussed. Each student will be expected to do a substantial amount of individual research and will be required to present some of the lectures to the class. The topics covered may vary from year to year. *Prerequisite:* Senior standing and permission of the instructor.

Hours and credit arranged

405 INDEPENDENT STUDY

Staff

Well-qualified students may pursue topics of an advanced nature through individual reading, under the supervision of staff members. Permission to register for this course must be obtained from the department chairman.

Hours and credit arranged

Music

Professor Wagnild (Chairman)
Associate Professor Ackley
Assistant Professors Buddé, Raessler,
and Weikel
Instructors Beckie, Belt, and
Nunamaker
Private music teacher Heikkinen



This department offers theoretical and practical instruction in music with programs leading to a Bachelor of Arts degree with a major in Music or Bachelor of Science degree with a major in Music Education. In addition, it makes available courses in music appreciation and opportunities for participation in vocal and instrumental organizations. Individual instruction in voice, piano, organ, violin, viola, and cello, and standard band and orchestral instruments is offered by appointment. The department requires an informal audition of all candidates majoring in Music or Music Education, and appointments for such auditions should be made through the College Admissions Office.

The program leading to the Bachelor of Science degree in Music Education (see page 26) satisfies the certification requirements for teaching or supervising music in elementary and secondary schools.

Requirements for a major in Music leading to a Bachelor of Arts degree comprise a minimum of 32 hours, including Music 141-142, 203-204, 205-206, 301-302, 305, 311-312, and 321, and other courses upon the advice of the chairman of the department.

Requirements in applied music are as follows: (1) four years' participation in an authorized group organization; (2) four years of private instruction in major area of applied music; (3) passing of a proficiency test in piano and voice; and (4) presentation of a recital in the junior or senior year.

Music 101, 103, 104, 311, and 321 may be used in fulfilling the distribution requirement in Music.

101 APPRECIATION OF MUSIC Messrs. Beckie, Nunamaker, and Weikel

A consideration of the principal musical forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated second semester.
Three hours credit

103 APPRECIATION OF THE SYMPHONY

Messrs. Beckie, Nunamaker, and Weikel

The standard symphonic repertoire is listened to and discussed, and is related to its cultural setting.
Three hours credit

104 APPRECIATION OF MUSIC DRAMA Mr. Nunamaker

Standard operatic works are listened to and discussed as examples of drama and music.
Three hours credit

111-112 WOODWIND INSTRUMENT CLASS Mr. Beckie

Instruction in the technique of woodwind instruments, using the clarinet as the basic instrument.
Two hours credit

113-114 BRASS INSTRUMENT AND PERCUSSION CLASS Mr. Raessler

Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument. Practical work is included with percussion instruments.
Two hours credit

115-116 STRINGED INSTRUMENT CLASS Mr. Nunamaker

Instruction and practice in the techniques of stringed instruments and the organization of a string section.
Two hours credit

141-142 SIGHT-SINGING AND DICTATION Mr. Raessler

Fundamentals of basic musicianship: notation, clefs, scales, intervals, triads, meter, rhythm, and tonality. Instruction and intensive drill in singing and writing intervals, melodies, triads, and rhythmic figures. Meets three times per week. *Four hours credit*

201 ADVANCED SIGHT-SINGING AND DICTATION Mr. Raessler

A continuation of instruction and drill in singing and writing the more difficult melodies and harmonic and rhythmic figures. Emphasis upon the development of tonal memory and aural and visual analysis of musical structures.
Two hours credit

203-204 HARMONY Mr. Wagnild

A study of scale and chord structure, chord relationship, nonchordal tones, and simple modulation.
Six hours credit

205-206 CHORAL AND INSTRUMENTAL CONDUCTING Mr. Raessler

Technique of the baton, fundamentals of choral and instrumental interpretation, problems of organization, repertoire, and maintenance of groups. *Four hours credit*

220 ELEMENTARY METHODS Mr. Raessler

The methods and materials of teaching music in the elementary grades. Elementary music appreciation methods, discussion of the child voice, and the development of rhythm and feeling for music.
Three hours credit

221 JUNIOR AND SENIOR HIGH SCHOOL METHODS Mr. Raessler

The principles and procedures in teaching music in the junior and senior high school. Study of the adolescent voice and its care and of the methods and materials relative to the organization of various singing and playing ensembles. The evaluation of material, methods, and techniques. *Three hours credit*

301-302 ADVANCED HARMONY Mr. Wagnild

A comprehensive survey which places emphasis on modulation and the use of chromatic alterations of diatonic chords in harmonizing melodies. An aural approach to harmonic effects is also intensively pursued. *Six hours credit*

303 COUNTERPOINT Mr. Weikel

Introduction of the contrapuntal technique of the sixteenth century through the study of plain song and early motets. Composition in the small forms is a part of the course. Repeated second semester. *Six hours credit*

305 ORCHESTRATION Mr. Raessler

Instruction in the transposing, arranging, and coloring for the various instruments. *Three hours credit*

311-312 HISTORY OF MUSIC Mr. Ackley

A survey of the development of musical art from ancient to modern times. Extensive listening to and reading of illustrative material. *Six hours credit*

321 MUSICAL FORM AND ANALYSIS Mr. Weikel

A study of motive, phrase, period, and song forms. Includes binary and ternary forms of composition, the invention, fugue, sonata, and symphony. *Prerequisite: Music 203-204. Three hours credit*

351 STUDENT TEACHING Staff

Students are assigned to teach in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences with the College supervisor and supervising teacher are required. Repeated second semester. *Twelve hours credit*

APPLIED MUSIC

The department offers instruction in voice, piano, pipe organ, violin, viola, cello, and the more common instruments. The repertoire is adapted to the student's ability. One hour credit is given for one half-hour private lesson per week per semester.

Students majoring in Music who are candidates for the Bachelor of Arts degree may take up to eight credit hours of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to twelve credit hours of private instruction, at no additional cost beyond the comprehensive fee. However, such credit hours must be within the hour limits permitted each semester under the comprehensive fee plan.

The department also sponsors various music organizations, including the choir, chapel choir, band, and orchestra. All regular College students are

eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

No student may offer more than eight hours of applied music toward a Bachelor of Arts degree.

121 VOICE

Miss Budd  and Mr. Ackley

Training in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35. *One hour credit*

123 PIANO

Mrs. Heikkinen, Mr. Belt, and Mr. Weikel

Instruction in the development of touch, rhythm, expression, and interpretation. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35. Fee for a forty-minute lesson per week per semester: \$40. *One hour credit*

125 PIPE ORGAN

Mrs. Heikkinen, Mr. Belt, and Mr. Weikel

Primary attention is directed to the acquisition of technique and independence in playing upon the manuals and pedals. *Prerequisite:* satisfactory piano technique. Repeated second semester. Fee for one forty-minute lesson per week per semester: \$45. *One hour credit*

127 BAND INSTRUMENT INSTRUCTION

Messrs. Beckie and Raessler

Instruction is available in woodwind and brass instruments. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35. *One hour credit*

129 STRINGED INSTRUMENT INSTRUCTION

Mr. Nunamaker

Violin, viola, and cello. Emphasis on both the fundamentals of string playing and repertory. Repeated second semester. Fee for one half-hour lesson per week per semester: \$35. *One hour credit*

131 CHOIR

Mr. Wagnild

An intensive study of the best of choral literature. In addition to appearances in nearby cities, the choir makes a two-week concert tour each spring. Five rehearsals weekly. *No credit*

132 CHAPEL CHOIR

Mr. Weikel

This choir performs standard musical literature with the purpose of supporting and assisting the College community in its Sunday morning services. Cantatas and oratorios are presented as occasional concerts in the spring of the year. Two rehearsals weekly. *No credit*

133 BAND

Mr. Beckie

Membership in the band, which is open to men and women, depends entirely on the individual's musical ability and interest. The band plays at athletic events and during the second semester gives concerts on the campus and in nearby cities. Three rehearsals weekly. *No credit*

135 ORCHESTRA

Mr. Nunamaker

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying musical ability. Two rehearsals weekly. *No credit*

Philosophy

Professor Richardson (Chairman)
Associate Professors Coulter and
Schubart
Instructor Butrick



The courses offered by the Philosophy Department are designed to provide the student with a knowledge of the literature of philosophy as an integral part of a liberal education; to help the student become aware of the philosophical implications of the ideas involved in the scientific, ethical, aesthetic, religious, historical, political, and social aspects of man's existence; to help the student integrate the knowledge gained in all of his courses into a coherent philosophical perspective; and to provide the student majoring in philosophy with a suitable foundation of knowledge for graduate study in philosophy or related fields.

Philosophy 201, 212, 301, 305, 310, and 314 have no prerequisite. All other courses require a previous course in philosophy, or the permission of the professor. Majors are expected to take a minimum of 30 semester hours in Philosophy or in closely related areas chosen with the approval of the department.

201 INTRODUCTION TO PHILOSOPHY

Mr. Richardson

Contemporary analysis of philosophy and the main traditional approaches to it: scientific, aesthetic, ethical, and religious. Their assumptions, methods, and results are analyzed with a view to giving the student both the tools and the motivation for building his own philosophy.

Three hours credit

212 IDEAS OF MEN

Mr. Coulter

The opposing ideas of men on vital philosophical issues are studied by reading and discussing some of the major philosophical texts. These works are selected on the basis of the quality of the ideas and the literary qualities of their statement. Texts might include works by Plato, Descartes, Mill, James, Hume, Kierkegaard, and Sartre.

Three hours credit

301 LOGIC AND SEMANTICS

Mr. Butrick

An introduction to formal logic and a study of the uses of language with particular reference to meaning and definition.

Three hours credit

303, 304 HISTORY OF PHILOSOPHY

Mr. Coulter

A study of major philosophers and their writings relating primarily to metaphysics and epistemology from the early Greeks through Kant.

Six hours credit

305-306 ETHICS

Mr. Schubart

The first semester is a study of the most significant theories of ethics from Plato to contemporary philosophers. The second semester is a study of contemporary analyses of the principles of ethics, such as value, obligation, and law. During both semesters the relation of ethics to other aspects of philosophy and the application of the principles of ethics to individual and social situations will be emphasized.

Six hours credit

308 SEMINAR IN AESTHETICS

Mr. Schubart

An analysis of the principles involved in the description, interpretation, and evaluation of works of art. The relation of aesthetics to other aspects of philosophy.

Three hours credit

310 SYMBOLIC LOGIC

Mr. Butrick

A study of the formal properties of logical systems with particular reference to completeness, soundness, and consistency. The course is designed to give the logical basis of any formalizable system, from probability theory to number theory.

Three hours credit

314 SEMINAR IN PHILOSOPHY OF LAW

Mr. Schubart

The principal philosophies of law. The course includes such topics as the relation of law to culture, to ethics, and to political theories, and the significant developments in law in the eighteenth, nineteenth, and twentieth centuries.

Three hours credit

320 SEMINAR IN NINETEENTH CENTURY PHILOSOPHY

Mr. Richardson

A study of the major continental philosophers of the period. The philosophies of Kant and Hegel as criticisms of the Enlightenment, and idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche as criticisms of idealism, and significant new constructions.

Three hours credit

321 SEMINAR IN TWENTIETH CENTURY PHILOSOPHY

Mr. Schubart

A study of contemporary philosophic movements such as pragmatism, positivism, realism, analytical philosophy, phenomenology, existentialism, and Marxism.

Three hours credit

331 SEMINAR IN PHILOSOPHY OF RELIGION

Mr. Richardson

An analytical study of the meanings of religious statements, and a constructive attempt to relate them to beliefs.

Three hours credit

332 SEMINAR IN PHILOSOPHY OF SCIENCE

Mr. Butrick

A study of the issues between empiricism and rationalism and between realism and nominalism as alternative theses which attempt to give an adequate account of the logical foundations of concept formation, explanation, and inference in the natural and social sciences.

Three hours credit

334 SEMINAR IN PHILOSOPHY OF HISTORY

Mr. Coulter

An examination of two aspects of philosophical reflections on history: the metaphysics of history as found in such writers as Kant, Hegel, Marx, Comte, and Toynbee; and the nature of historical knowledge as compared to knowledge in science, art, and other disciplines.

Three hours credit

401 INDEPENDENT STUDY

Staff

With the consent of the department, majors may take a course of directed study and conferences under the supervision of a member of the staff. Repeated second semester.

Credit arranged

402 SENIOR SEMINAR

Mr. Richardson

An advanced seminar for philosophy majors in which significant philosophical problems are raised, and where the student has the opportunity to write a thesis on one of the problems or one of the major contemporary philosophers. *Three hours credit*

Physics

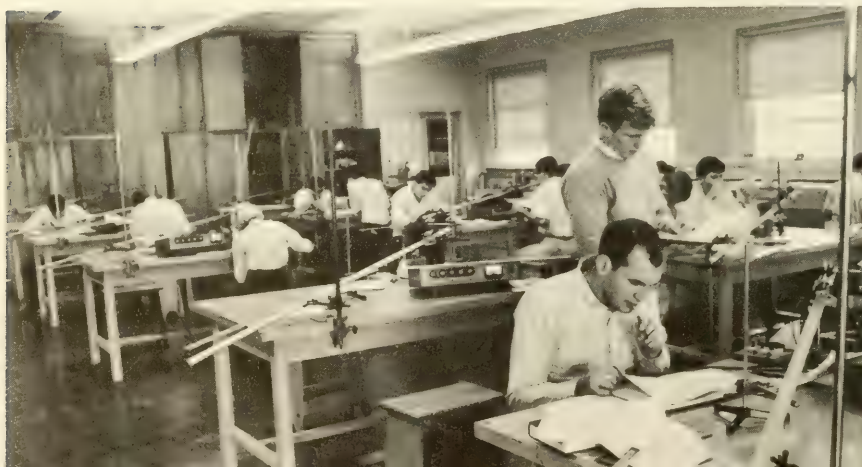
Professors Mara (Chairman) and Haskins

Associate Professors Daniels and T. J. Hendrickson

Assistant Professors Cowan and Scott

Instructor Milone

A person who becomes a physicist is curious about the ways of nature and has a strong urge to satisfy that curiosity. His success depends upon his ability to devise and perform meaningful experiments and upon his skill in mathematics. No two physicists are endowed with precisely the same division of these talents, but every physicist must develop some proficiency in each.



Courses in the department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning required for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

The department offers many opportunities for interested students to take part in discussions with each other and with the staff. It also offers opportunities for investigations apart from those associated with formal courses. Students are encouraged to take advantage of these opportunities, since only by participating can they experience physics as an activity.

Physics majors normally take Physics 111-112, Mathematics 111-112, General Education 101-102, English 101-102, and a foreign language in the freshman year. Those who are not prepared to enter an intermediate (201-202) language course may substitute Biblical Literature and Religion 101-102 for language in the freshman year. Because of graduate school requirements and the wide literature of physics in French, German, and Russian, majors are urged to fulfill their language requirement in one of these languages.

Physics majors normally complete a minimum of eighteen hours of mathematics and eight hours of chemistry. Honor students majoring in Physics usually take Physics Seminar 221-222 in the sophomore year, Physics Seminar 417-418 in the junior year, and Physics Seminar 427-428 in the senior year. Qualified students majoring in other departments are also encouraged to take these seminars. Seminars meet for one afternoon each week, and students electing them should be prepared to do extensive independent work.

101-102 GENERAL PHYSICS

Messrs. Milone, Daniels, and Scott

Designed for students not majoring in science or mathematics. Aims to acquaint the student with the nature and methods of physical theory and experiment by a systematic development of the essentials of mechanics and electricity, and to provide him with an understanding of modern physics sufficient to enable him to think intelligently about the varied consequences of modern physical theory. If credit for Physics 111-112 is to be counted toward a Physics major or minor, then credit for Physics 101-102 cannot be so counted. *Prerequisite:* competence in the algebra usually covered in two years of high school algebra or the permission of the instructor. Three class hours and three laboratory hours.

Eight hours credit

108 ASTRONOMY

Mr. Milone

A beginning course in analytical astronomy. Knowledge of algebra, geometry, and trigonometry is necessary and some calculus is desirable but not essential. The first part of the term will concentrate on the celestial sphere, planetary and stellar motion, and local distance scales. The second part will involve elementary astrophysics of the solar system and stars.

Three hours credit

111 INTRODUCTORY PHYSICS I Messrs. Mara, Hendrickson, and Daniels

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. The rudiments of calculus and vector analysis are introduced and used throughout. Students already having credit for Physics 101-102 can register for Physics 111 only with the permission of the department. *Prerequisite:* Mathematics 105-106 or 111-112, either of which may be taken concurrently. Three class hours, one conference hour, and three laboratory hours. *Four hours credit*

112 INTRODUCTORY PHYSICS II Messrs. Mara, Hendrickson, and Daniels

An introduction to electric and magnetic fields, simple circuits, Maxwell's equations in integral form, light as the propagation of an electromagnetic disturbance, waves, and physical optics. *Prerequisite:* Physics 111. Three class hours, one conference hour, and three laboratory hours. *Four hours credit*

211 INTRODUCTORY PHYSICS III

Mr. Scott

An introduction to special relativity, waves and optics, resonance phenomena, kinetic theory, and scattering theory. *Prerequisites:* Physics 111, 112, and calculus or the permission of the instructor. Three class hours and three laboratory hours. *Four hours credit*

212 INTRODUCTORY PHYSICS IV

Messrs. Cowan and Scott

An introduction to quantum phenomena: photoelectric effect, Compton effect, pair production, cross-sections. Wave properties of particles: probability interpretation of wave amplitude; uncertainty principle; electron in a square well; and X-ray, electron, and neutron diffraction. One-electron and many-electron atoms. Nuclear structure and nuclear reactions. *Prerequisites:* Physics 211 or the permission of the instructor. Three class hours and three laboratory hours. *Four hours credit*

221, 222 INTRODUCTORY PHYSICS III AND IV SEMINAR

Messrs. Scott and Cowan

Covers the same topics as Physics 211 and 212. See above for description of seminar courses. *Prerequisites:* Physics 111, 112, calculus, and the permission of the instructor. One seminar afternoon and one laboratory afternoon. *Four hours credit*

317 ELECTRICITY AND MAGNETISM Messrs. Hendrickson and Haskins

Time independent electric and magnetic fields, time dependent fields, Maxwell's equations, alternating-current circuits, fields in matter. *Prerequisite:* Physics 112 and calculus. Three class hours and three laboratory hours. *Four hours credit*

318 ELECTRONICS

Mr. Daniels

Electron emission and dynamics. Vacuum devices, amplifiers, oscillators, etc. Semiconductor theory, devices, and circuits. Gaseous processes and devices. *Prerequisites:* Physics 212 or 222 and Physics 317. Three class hours and three laboratory hours. *Four hours credit*

319 CLASSICAL MECHANICS

Mr. Daniels

Coordinate frames and transformations, oscillations, Lagrange equations of motion, the Hamiltonian, rigid bodies, small oscillations, normal modes, boundary value problems. *Prerequisites:* Physics 111, 112, and calculus. Three class hours. *Three hours credit*

320 QUANTUM MECHANICS

Mr. Haskins

Rules for combining probability amplitudes, Bose and Fermi particles, spin, stationary states, the Hamiltonian matrix, two state systems, Pauli spin matrices, wave functions, angular momentum, operators. *Prerequisites:* Physics 317 and 319. Three class hours. *Three hours credit*

327 ATOMIC AND MOLECULAR PHYSICS Messrs. Cowan and Haskins

Structures and spectra of atoms and molecules. Fine and hyperfine structures. Chemical bonds. *Prerequisite:* Physics 320. Three class hours and three laboratory hours. *Four hours credit*

328 NUCLEAR PHYSICS

Messrs. Haskins and Cowan

Nuclear forces, nuclear models, scattering theory, nuclear reactions, fundamental particles. *Prerequisite:* Physics 320. Three class hours and three laboratory hours. *Four hours credit*

329 STATISTICAL PHYSICS

Mr. Mara

Elementary statistical methods, statistical thermodynamics, classical thermodynamics, kinetic theory, Bose-Einstein and Fermi-Dirac statistics, transport phenomena. *Prerequisites:* Physics 212 or 222 and calculus. Three class hours. *Three hours credit*

330 RADIATION AND OPTICS

Mr. Mara

Classical electromagnetic radiation fields. Diffraction, refraction, scattering, reflection, and transmission. Retarded potential, Hertz vector, four-vectors, electromagnetic field tensor. *Prerequisites:* Physics 317 or 417 and advanced calculus. Three class meetings. *Three hours credit*

417 ELECTRICITY AND MAGNETISM SEMINAR

Mr. Hendrickson

Covers the same topics as Physics 317. See above for description of seminar courses. *Prerequisites:* Physics 112, calculus, and the permission of the instructor. One seminar afternoon and one laboratory afternoon. *Four hours credit*

418 ELECTRONICS SEMINAR

Mr. Daniels

Covers the same topics as Physics 318. See above for description of seminar courses. *Prerequisites:* Physics 212 or 222, Physics 317, and the permission of the instructor. One seminar afternoon and one laboratory afternoon. *Four hours credit*

427 ATOMIC AND MOLECULAR PHYSICS SEMINAR

Mr. Cowan

Covers the same topics as Physics 327. See above for description of seminar courses. *Prerequisites:* Physics 320 and the permission of the instructor. One seminar afternoon and one laboratory afternoon. *Four hours credit*

428 NUCLEAR PHYSICS SEMINAR

Mr. Haskins

Covers the same topics as Physics 328. See above for description of seminar courses. *Prerequisites:* Physics 320 and the permission of the instructor. One seminar afternoon and one laboratory afternoon. *Four hours credit*

451, 452 INDEPENDENT STUDY IN PHYSICS

Staff

Experimental or theoretical study or research under the direct supervision of a staff member. Work is normally reported in a paper. Open to upperclass science and mathematics majors with the approval of the department. Conference hours and laboratory hours arranged, either or both semesters. *Credit hours arranged*

Political Science

Professor Jarvis (Chairman)
Associate Professor Boenau
Assistant Professors Knox
and Tannenbaum
Instructor Mott



Although reasonable men may differ as to the proper priority of human objectives and appropriate methods of attaining them, it is not just a coincidence that man relies heavily upon the full cooperation and active participation of government as the most appropriate means of promoting some of his most cherished ideals. A good life, a better world, social and economic reforms, and higher standards of equality and justice based on great moral principles enacted into law are some of the things people should expect of their government in a democracy.

Regardless of one's calling in life, some training in the responsibilities of citizenship and all that this implies is essential if democratic government is to be as effective as it needs to be to meet these expectations. For college students the need is especially urgent. Leaders in public service, both domestic and foreign, will be increasingly in demand with expanding government functions. Majors in Political Science may look forward to careers in politics or diplomacy, the teaching of social studies, or the practice of law.

Requirements for a major are a minimum of 30 semester hours of Political Science, including Political Science 201, 202, 341, either 351 or 352, 403, and at least one course from the 301 through 304 group and one course from the 311 through 331 group.

Prelaw students, regardless of their major, are recommended to take Political Science 311, 312. Juniors with satisfactory grade averages are eligible for the Washington Semester. Any course in the department that does not have a prerequisite may be used to fulfill the College Social Science requirement.

201 AMERICAN GOVERNMENT

Staff

An introduction to the study of government and politics, serving both as a basic course for more advanced study in this field and as a terminal course providing fundamental information for the student who elects it as part of a liberal arts education. Concentrates primarily on the national level of government, with attention being centered on constitutional principles and development, the democratic political process, the general nature of the three branches of government and their respective powers, and the relation of the individual citizen to his government. *Three hours credit*

202 AMERICAN GOVERNMENT

Staff

Attention is given to specific functions of the national government and to more specialized activities of the administrative agencies. Foreign policies and problems, domestic policies and problems relating to government's economic powers, and the promotion of welfare and protection of individual rights are considered. *Prerequisite:* Political Science 201, or permission of the instructor. *Three hours credit*

301 EUROPEAN GOVERNMENTS

Mr. Boenau

Analysis and comparison of the structure and operation of the governments of Great Britain, France, West Germany, and the Soviet Union, and the study of the political processes of these countries. *Three hours credit*

302 ASIAN GOVERNMENTS

Mr. Boenau

An analysis and comparison of the structure and political processes of the principal governments of Asia. Particular attention is devoted to China, Japan, and India. *Three hours credit*

303 AFRICAN GOVERNMENTS

Mr. Jarvis

A study of contemporary independent states of Africa, their historical origins and colonial backgrounds, governmental organization and political processes, political leaders, common characteristics, patterns of political development, regional groupings, international implications, trends, problems, and prospects. *Three hours credit*

304 LATIN AMERICAN GOVERNMENTS

Mr. Jarvis

General characteristics in the structure of governments and political practices of Latin American countries are examined and analyzed. The significance of historical, social, economic, and geographical factors, as well as the role of the army, church, and organized labor in Latin American politics are discussed. Current domestic and international trends and problems of these countries are appraised. *Three hours credit*

311, 312 CONSTITUTIONAL LAW

Mr. Jarvis

The first semester deals largely with case studies of Supreme Court decisions involving the powers and limitations of the legislative, executive, and judicial branches of government at the national level and decisions involving the powers of state and local governments. The second semester deals with decisions relating to constitutional guarantees of individual rights. *Prerequisite:* Political Science 201 or permission of the instructor. *Six hours credit*

321 STATE AND LOCAL GOVERNMENT

Mr. Tannenbaum

The structure, organization, functions and powers of state, county, and municipal governmental divisions are studied comparatively with special reference to Penn-

sylvania forms and practices. Attention is given to current federal-state relations, state administrative management and reorganization, finances, and the problem of metropolitan areas. *Prerequisite:* Political Science 201. *Three hours credit*

322 PUBLIC ADMINISTRATION

Mr. Tannenbaum

The politics, structure, and procedure of governmental administration: national, state, and local. Particular attention is given to public personnel administration, budgeting, legal process, and the administrator's relationships with other branches of government. Actual situations in governmental administration are studied through the use of cases. *Prerequisite:* Political Science 201. *Three hours credit*

331 POLITICAL PARTIES

Mr. Mott

A study of politics and politicians, party history, organization, procedures, policies, and prospects. Emphasis is placed on current party developments and trends, and attention is also given to the role of pressure groups in the political process. *Prerequisite:* Political Science 201 or permission of the instructor. Offered both semesters. *Three hours credit*

341 INTERNATIONAL RELATIONS

Mr. Knox

An analysis of the major forces governing relations between nations. The influences of such factors as power, nationalism, imperialism, sovereignty, international law and organization, and diplomacy. Attention is also given to technological and ideological revolutions, arms control, and the Soviet Union and China. *Three hours credit*

342 AMERICAN FOREIGN POLICY

Mr. Knox

The machinery and processes involved in foreign policy determination, past and present problems, and commitments in special areas (Europe, Middle East, Africa, Latin America, Asia). Particular attention is given to American-Soviet relations, China, problems posed by underdeveloped nations, and the role of the United States in the United Nations. *Three hours credit*

345 INTERNATIONAL LAW AND ORGANIZATION

Mr. Knox

An analysis of the international community and the development of international law and organization, including the International Court of Justice and the United Nations. Emphasis on individual research projects and oral and written reports by each student. *Prerequisite:* Political Science 341 or permission of the instructor. *Three hours credit*

351 HISTORY OF POLITICAL THOUGHT

Mr. Boenau

A study of selected classics in political theory, directing the attention of the student to fundamental questions such as the nature of political obligation and the problems of freedom and authority. *Three hours credit*

352 MODERN POLITICAL THOUGHT

Mr. Boenau

Emphasis is placed on theoretical material which analyzes modern political society. Some attention is given to Communist theory and twentieth-century totalitarianism as well as to contributions within the framework of traditional Western democracy. *Three hours credit*

401 SENIOR SEMINAR

Staff

The student is offered the opportunity to work at an advanced level of extensive reading in either domestic, foreign, or world politics. A common core of reading with

oral and written reports by each student. Topics differ each semester and are announced in advance. Open only to majors with a B or better average in Political Science. Offered each semester.

Three hours credit

403 INDEPENDENT STUDY

Staff

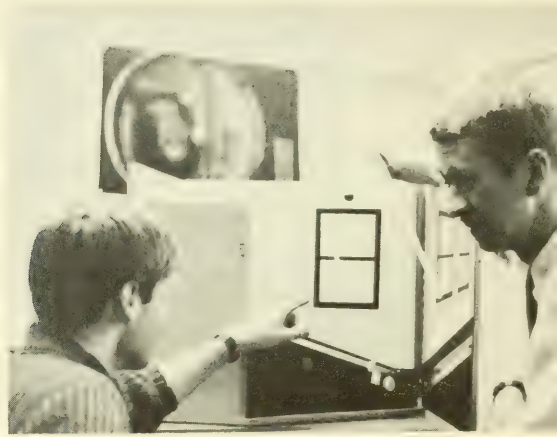
Open only to Political Science majors. The student selects a topic for intensive study and presents his findings in the form of a senior thesis or a series of written reports. Provides an opportunity for the student to demonstrate his ability to engage in independent study under the supervision of a member of the staff. Offered each semester.

Three hours credit

Psychology

Professors Smoke (Chairman) and
Platt

Associate Professors Mudd and Shand
Assistant Professors Frank and Ramer



The objectives of the department include promoting knowledge of the basic facts and principles of human experience and behavior, with emphasis on the formation of a scientific attitude toward behavior and an appreciation of the complexity of human personality. For advanced students an attempt is made to provide a balanced program of course offerings in both theoretical and applied psychology. Students who plan to enter graduate school for training as professional psychologists may take courses that introduce them to such areas of specialization as clinical psychology, experimental psychology, and business and industrial psychology.

Departmental honors in psychology are awarded to graduating majors who in the combined judgment of the department staff have demonstrated academic excellence. Students' performance in course work, comprehensive examinations, and independent research are considered in the awarding of honors.

The career opportunities in psychology are numerous and varied. Although college teaching and research continue to attract more well-trained psychologists than any other type of vocational endeavor, many psychologists are being employed by business and industrial organizations, public school systems, and federal, state, and local governmental agencies. The opportunities for employment are especially numerous in clinical psychology. One planning a career in any area of psychology should expect to spend at least a year in postgraduate study. This should be regarded as the barest minimum. Many of the best positions in professional psychology require three or four years of postgraduate training.

Psychology 201 is a prerequisite for all other courses in the department, and may be used in fulfilling the College distribution requirement in social science. Requirements for a major include Psychology 201, 231, 305, 341, and 344, and 9 additional hours approved by the department. Students looking forward to admission to graduate school will be expected to take Psychology 311, preferably in their junior year. Such students will find that the independent study required in Psychology 402 and 405 will be desirable preparation for graduate work.

201 GENERAL PSYCHOLOGY

Staff

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated second semester.

Three hours credit

210 PSYCHOLOGICAL ANALYSIS OF ECONOMIC BEHAVIOR

Mr. Mudd

An introduction to the field of behavioral economics. The economic roles of consumer, investor, and manager are analyzed from a psychological point of view. Selected theoretical concepts such as "business cycle" and "profit motive" are considered. *Prerequisite:* Economics 201-202 or 203.

Three hours credit

214 SOCIAL PSYCHOLOGY

Messrs. Smoke and Ramer

The understanding of human experience and behavior in social situations. Topics considered include group dynamics, leaders and leadership, propaganda, prejudice, and the implications of psychological findings for international relations.

Three hours credit

220 DYNAMICS OF HUMAN ADJUSTMENT

Mr. Frank

Learning and perception are the unifying concepts in an introduction to the major principles underlying and accompanying human adjustment. In addition, students confront problems in clarifying and in attaining adjustment.

Three hours credit

225 CHILD AND ADOLESCENT PSYCHOLOGY

Mrs. Fellenbaum

Children's behavior patterns are traced through stages of growth to maturity with consideration of personality development and character formation in home, school, church, and society. Some attention is given to problems of the exceptional child

and the delinquent. Illustrative materials include visits to child care centers, research reports, case studies, and films. *Three hours credit*

231 PSYCHOLOGICAL STATISTICS Messrs. Platt and Mudd

An introduction to the descriptive and inferential statistics commonly used in psychology. Among the topics included are measures of central tendency, variability, correlation and regression, reliability, and the testing of hypotheses. *Three hours credit*

305 EXPERIMENTAL PSYCHOLOGY Mr. Platt

An introduction to the scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and the design of experiments. The treatment and interpretation of experimental data are discussed. *Prerequisite:* Psychology 231. Three class hours and three laboratory hours. Repeated second semester. *Four hours credit*

311 PSYCHOLOGICAL TESTS AND MEASUREMENTS Mr. Shand

Fundamental principles are studied in the development of reliable and valid devices designed to reveal measurable characteristics of personality and behavior. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. Laboratory instruction necessary for the correlation of theory and practice is given. *Prerequisite:* Psychology 231. Three class hours and two laboratory hours. *Four hours credit*

314 ASSESSMENT OF PERSONALITY AND INTELLIGENCE Mr. Shand

Experimental and correlational methods in the study of human traits and abilities, including situational tests, projective techniques, intelligence tests, rating and scaling techniques, and an introduction to factor analysis. *Prerequisite:* Psychology 231 and Psychology 311. Three class hours and two laboratory hours. *Four hours credit*

316 PERCEPTION Mr. Mudd

An introductory survey of current knowledge and theories of sensation and perception and the major classes of sensory and perceptual phenomena. The laboratories are concerned with the experimental study of stimulus properties, thresholds, adaptation effects, illusions, constancies, meaning, and the influence of motivational states on the perceptual process. *Prerequisite:* six hours credit in Psychology. Three class hours and three laboratory hours. *Four hours credit*

317 PSYCHOLOGY OF LEARNING Mr. Frank

An introductory survey of contemporary approaches to learning. In addition, recent investigations in all phases of learning are examined, including a study of factors affecting the efficiency of human learning and retention. *Prerequisite:* six hours credit in Psychology. Three class hours and three laboratory hours. *Four hours credit*

321 PSYCHOLOGY OF PERSONALITY Mr. Smoke

Emphasis is placed on the nature and organization of personality traits and tendencies and the methods that can be used in studying personality. Consideration is given to a number of theories of personality structure, including those of "depth" psychologists such as Freud, Jung, and Adler. *Three hours credit*

326 ABNORMAL PSYCHOLOGY

Messrs. Shand and Ramer

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles and theories of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. *Prerequisite:* six hours credit in Psychology and junior or senior standing. *Three hours credit*

331 INTRODUCTION TO CLINICAL PSYCHOLOGY

Mr. Ramer

This special field of psychology requires training in the assessment of personality, psychological techniques for dealing with maladapted personalities, and research methods for investigating personality functioning. An attempt is made to clarify what the clinical psychologist does and the problems that are peculiar to his work as he functions in the above roles. The nature of psychotherapy is given focal attention. *Prerequisite:* six hours credit in Psychology, and permission of the instructor. *Three hours credit*

336 PHYSIOLOGICAL PSYCHOLOGY

Mr. Platt

Consideration is given to the relationship between behavior and the structure and functioning of the organism. Emphasis is placed on the neurological bases of sensation, perception, and learning, with some attention to recent research in psychopharmacology. *Prerequisite:* Biology 101-102. Three class hours and three laboratory hours. (Offered without laboratory for three hours credit during 1967-68 only.) *Four hours credit*

341 HISTORY AND SYSTEMS OF PSYCHOLOGY

Mr. Shand

Reviews some of the basic theories, experiments, principles, concepts, methods, and findings which have evolved and shows how they form part of the subject matter of psychology today. Special attention is given to empiricism, associationism, structuralism, functionalism, behaviorism, gestalt, and psychoanalysis as schools of thought which have contributed to the formation of different theoretical points of view evident in present-day psychology. *Prerequisite:* six hours credit in Psychology. *Three hours credit*

344 ADVANCED GENERAL PSYCHOLOGY

Messrs. Mudd and Ramer

Consideration is given at an advanced level to motivation, perception, learning, and other topics introduced in General Psychology. *Prerequisite:* twelve hours credit in Psychology. *Three hours credit*

402 CONTEMPORARY PSYCHOLOGICAL LITERATURE

Staff

Opportunity is given the student to do intensive and critical reading on topics of special interest to himself. Readings are limited to recent professional books, journal articles, and research reports which deal with significant contemporary developments in psychology. *Three hours credit*

405 INDEPENDENT RESEARCH

Staff

The student conducts an individual research project under supervision of a member of the staff. *Prerequisite:* permission of the instructor. Repeated second semester. *Hours and credit arranged*

Reserve Officers Training Corps

AIR FORCE ROTC: AEROSPACE STUDIES



Professor Taylor (Chairman)

Assistant Professor Fulk

Assistant Instructors Brown and Davis

301-302 GROWTH AND DEVELOPMENT OF AEROSPACE POWER

A survey course about the nature of war; development of airpower in the United States; mission and organization of the Defense Department; Air Force concepts, doctrine, and employment; astronautics and space operations; and the future development of aerospace power. Includes the United States space programs, vehicles, systems, and problems in space exploration. Three classroom hours per week plus leadership laboratory. *Prerequisite:* Six-week field training camp between sophomore and junior year. *Six hours credit*

311-312 THE PROFESSIONAL OFFICER

A study of professionalism, leadership, and management. Includes the meaning of professionalism; professional responsibilities; the military justice system; leadership theory, functions, and practices; management principles and functions; problem solving; and management tools, practices and controls. Three classroom hours per week plus leadership laboratory. *Six hours credit*

ARMY ROTC: MILITARY SCIENCE

Professor R. D. Moore (Chairman)

Assistant Professors Garshak, Moss, and Yurick

Assistant Instructors Bishard, Funari, and Kowalski

301-302 ADVANCED COURSE, JUNIOR

Leadership, military teaching methods, branches of the Army, tactics, communications, and leadership laboratory. Three classroom periods and one leadership laboratory. *Prerequisite:* Six-week basic summer camp between sophomore and junior year. *Six hours credit*

311-312 ADVANCED COURSE, SENIOR

Command and staff, military intelligence, training management, logistics, military law, administration, and role of the United States in world affairs. Three classroom periods and one leadership laboratory. *Prerequisite:* Six-week advanced summer camp between junior and senior year. *Six hours credit*



Romance Languages and Literatures

Professor Kurth (Chairman)

Associate Professors Barriga, Coz, and Sanborn

Assistant Professors Hendrickson, O'Leary,

Playfoot, and Weaner

Instructors Crook and Speicher

The chief aim of the basic courses offered by the department is to give the student facility in the use of the spoken and written foreign language and some acquaintance with its literature. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in McKnight Hall. French 101-102 and Spanish 101-102 students must spend at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literatures and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in the Romance Languages will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching and many fields of government service as well as for graduate study.

Requirements for a major in French or Spanish include a minimum of 30 semester hours above the 101-102 course. Majors in French must take 301, 302 and 18 hours in literature. Requirements for a major in Spanish include courses 301, 302 and 311, 312, plus twelve additional hours in literature courses. These requirements may be waived in special cases at the discretion of the department. However, all majors will be given a list describing the minimum basic reading for the senior comprehensive examinations and are urged to work steadily toward mastery of this material, beginning at the start of their junior year.

The following courses fulfill the College literature requirement: French 311, 312, 317, 318, 321, 322, 325, 326, 329, 330, 333, and 334; Spanish 311, 312, 315, 316, 321, 322, 323, 324, 327, 328, 331, and 332.

French 201, 202 or its equivalent is a prerequisite for all higher-numbered courses in French. Spanish 201, 202 or its equivalent is a prerequisite for all higher-numbered courses in Spanish.

For prospective secondary school teachers the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Romance Languages.

FRENCH

- | | | |
|----------|--|---------------------------|
| 101-102 | ELEMENTARY FRENCH | Staff |
| | Fundamentals of grammar, reading, and speaking. | <i>Six hours credit</i> |
| 201, 202 | INTERMEDIATE FRENCH | Staff |
| | Grammar review, reading, composition, and speaking. <i>Prerequisite:</i> French 101-102 or its equivalent. | <i>Six hours credit</i> |
| 301, 302 | ADVANCED FRENCH COMPOSITION AND CONVERSATION | Mr. Kurth |
| | Study of French grammar, exercises in composition. Stress on oral expression. | <i>Six hours credit</i> |
| 303 | PRACTICAL PHONETICS | Mr. Playfoot |
| | Practice in phonetic transcription and pronunciation. Laboratory course. | <i>Three hours credit</i> |
| 311, 312 | SURVEY COURSE IN FRENCH LITERATURE | Mr. Kurth and Mrs. Coz |
| | A general survey of French literature from the Middle Ages to the present. | <i>Six hours credit</i> |

316 HISTORY OF FRENCH CIVILIZATION

Mr. Playfoot

The development of French civilization is traced from the beginnings to the present.

Three hours credit

317, 318 FRENCH LITERATURE OF THE RENAISSANCE

Mrs. Coz

Study of the intellectual ferment that was the Renaissance exemplified by representative works of its great prose writers. An examination of the lyric poetry of the Pleiade together with that of their predecessors.

Six hours credit

321, 322 FRENCH CLASSICISM

Mrs. Coz and Mr. Kurth

Study of this important literary movement, with an analysis and appreciation of its ideals and their embodiment in French literature of the seventeenth century.

Six hours credit

325, 326 LITERATURE OF THE FRENCH ENLIGHTENMENT

Mr. Kurth and Miss O'Leary

Critical study of the "esprit philosophique" as illustrated in writings of Montesquieu, Voltaire, Diderot, d'Alembert, Buffon, Rousseau, and others.

Six hours credit

329, 330 FRENCH LITERATURE OF THE NINETEENTH CENTURY

Mr. Sanborn

Selections from poets and prose writers of the Romantic, Realistic, Naturalist, and Symbolist movements.

Six hours credit

333, 334 FRENCH LITERATURE OF THE TWENTIETH CENTURY

Mr. Sanborn

The more recent literary tendencies of France, with special reference to national life and character.

Six hours credit

401 SEMINAR

Staff

An intensive study of a particular aspect of French literature, civilization, or philology, to be determined by the instructor in consultation with students registered for the course. For majors only.

Hours and credit arranged

403 INDEPENDENT STUDY

Staff

Guided reading or research under the supervision of a member of the staff. For majors only, with consent of the department.

Hours and credit arranged

SPANISH

101-102 ELEMENTARY SPANISH

Staff

Fundamentals of grammar, reading, and speaking.

Six hours credit

201, 202 INTERMEDIATE SPANISH

Staff

Review of Spanish grammar, reading, conversation, and composition. *Prerequisite:* Spanish 101-102 or its equivalent.

Six hours credit

301, 302 ADVANCED SPANISH COMPOSITION AND CONVERSATION

Mrs. Weaner and Mr. Barriga

Practice in the written and oral use of the language through themes, individual speeches and group discussion.

Six hours credit

311, 312 SURVEY COURSE IN SPANISH LITERATURE

Mrs. Hendrickson and Mr. Barriga

The development of the Spanish *géneros literarios* to the present day. Geographical and historical background. *Six hours credit*

313, 314 CIVILIZATION OF SPAIN AND SPANISH AMERICA

Mrs. Hendrickson

A study of the civilization and cultural development of the Spanish-speaking peoples. First semester: Spain; second semester: Spanish America. *Six hours credit*

315, 316 SPANISH-AMERICAN LITERATURE Mr. Barriga and Mrs. Weaner

A survey course with emphasis on poetry. *Six hours credit*

321 PROSE AND POETRY OF THE GOLDEN AGE

A study of the masters of the novel and poetry. Emphasis on Cervantes in the novel and on Lope, Gongora, and Quevedo in the poetry. *Three hours credit*

322 DON QUIJOTE

The Quijote of 1605. The Quijote of 1615. Study of the meaning of the contrasts between the two worlds of Don Quijote. An advanced seminar for juniors and seniors. Admission by consent of the instructor. *Three hours credit*

323 THEATRE OF THE GOLDEN AGE

A study of the development of the theatre in Spain with special emphasis on the masterpieces of the 16th and 17th centuries. *Three hours credit*

327, 328 NINETEENTH CENTURY SPANISH NOVEL AND DRAMA

Mrs. Hendrickson and Mr. Barriga

The *costumbrista* movement. The neoclassic, romantic, and postromantic Spanish drama. *Six hours credit*

331, 332 TWENTIETH CENTURY SPANISH LITERATURE Mrs. Weaner

Reading and study of outstanding novels, dramas, and poetry of the twentieth century, beginning with the generation of 1898. *Six hours credit*

401 SEMINAR

Staff

An intensive study of a particular aspect of Spanish literature, civilization, or philology, to be determined by the instructor in consultation with students registered for the course. For majors only. *Hours and credits arranged*

403 INDEPENDENT STUDY

Staff

Guided reading or research under the supervision of a member of the staff. For majors only, with consent of the department. *Hours and credits arranged*

Russian (see German)

Sociology and Anthropology

Professor Bloss (Chairman)

Assistant Professor Geevarghese

Instructor Pike



Sociology is a generalizing science of man in all his social relationships. It is concerned with group behavior, social organization, and the effects of social forces on personality. Through a variety of courses dealing with the behavior of men in families, communities, and other groups, the student should acquire a greater understanding of himself and the society in which he lives.

Anthropology is a broadly integrative discipline focusing upon the nature of man as a whole; as a biological organism, social being, and carrier and creator of culture. A comparative science, it studies man in groups from all times and all places, seeking fundamental aspects of human behavior amidst the diversity of physical and cultural variables.

Knowledge gained from Sociology and Anthropology is useful throughout life and in various fields of work. In addition to providing education in preparation for a college teaching career, Sociology and Anthropology also offers work leading toward careers in the ministry, law, criminology, social work, city planning, and archaeology as well as many areas of research and administration in government and business. Anyone planning a career in any of these fields should expect to take graduate work.

Sociology and Anthropology 201 is a prerequisite for all other courses in the department except as otherwise noted in course descriptions. Requirements for a major include Sociology and Anthropology 201, 204, 233, 328, 331, 334, 401, and 9 additional hours in the department.

Sociology and Anthropology 201 or 204 may be used in fulfilling the College requirement in Social Science.

201 PRINCIPLES OF SOCIOLOGY

Mr. Geevarghese

Surveys basic forms of human association and interaction. Includes discussion of sociological theory and method, culture and personality, human ecology and population, and social organization and disorganization. Social institutions and processes are analyzed and related to current national and world problems. Repeated second semester.

Three hours credit

204 INTRODUCTION TO GENERAL ANTHROPOLOGY

Mr. Pike

The comparative study of cultures and their aspects such as language, economics, education, family, politics, religion, and aesthetics, and the contributions which the

study of man's prehistory and biology make to our understanding of human behavior. Repeated second semester. *Three hours credit*

233 SOCIAL STATISTICS

Mr. Geevarghese

An introduction to social statistics. Intended for students who major in Sociology and other social sciences. Topics include frequency distributions, graphic representations, proportions, percentages, ratios, measures of central tendency, variability, normal distribution curve, sampling error, significance of differences between means, probability, correlation, regression, experimental design, simple analysis of variance and chi square. No prerequisite. *Three hours credit*

301 CULTURAL DYNAMICS

Mr. Pike

An examination of some approaches to the study of sociocultural change (evolution) and some major processes of change such as acculturation, assimilation, integration, conflict, disintegration, socialization, and innovation. *Prerequisite:* Sociology and Anthropology 204. *Three hours credit*

303 CULTURE AND PERSONALITY

Mr. Pike

An examination of the interrelationships between the attitude and behavior systems of human individuals and the sociocultural systems in which they function. Development of the field, problem areas, application of methods of ethnography and psychology, some significant results, and their application to social, cultural, and clinical problems. Illustrative case material drawn principally from the ethnographic record. *Prerequisite:* Sociology and Anthropology 204. *Three hours credit*

304 URBAN SOCIOLOGY

Miss Bloss

A study of urbanism as a way of life with emphasis on the problems of the modern metropolitan community. *Three hours credit*

305 THE FAMILY

Miss Bloss

An examination of some of the social, psychological, and economic problems of the American family. Traces the shifting roles of family members today against the background of family life in other cultures and our recent history. *Three hours credit*

308 INDUSTRIAL SOCIOLOGY

Miss Bloss

Analyzes social relations existing between management and labor in modern large-scale industry both within the plant and in industry as a whole, the reactions of workers to their situations, and the part played by industrial leadership in the community at large. *Three hours credit*

309 DYNAMICS OF SMALL GROUPS

Mr. Geevarghese

The small group of two to twelve persons is considered as the fundamental social unit. Sociological theories and investigations of leadership, division of function, communication, and the web of interpersonal relations and controls in the small group are examined. *Three hours credit*

311 PUBLIC OPINION

The nature and development of public opinion as related to cultural and psychological processes. A critical review of methods of opinion measurement and polling. Opinion changes are related to the rise of interest groups, publicity, and propaganda. Special attention is given to the various media of mass communication. *Three hours credit*

315 CRIMINOLOGY

Miss Bloss

Analyzes the social, cultural, and psychological factors involved in development of the criminal. Our present system of criminal justice is evaluated. Objectives of an effective correctional system are emphasized.

Three hours credit

318 MINORITY GROUPS

Mr. Pike

A survey of adaptations made by some of the ethnic, tribal, racial, religious, and other social categories who are minorities within pluralistic societies around the world. This includes minorities in the United States. *Prerequisite:* Sociology 201 or 204.

Three hours credit

326 INTRODUCTION TO SOCIAL WORK

Miss Bloss

The development of social work philosophy and practice from its beginnings to the present day with special attention given to its place in modern American society. Basic principles of social work are noted and studied in relation to their operation in case work, group work, and community organizations.

Three hours credit

328 WORLD CULTURES

Mr. Pike

A survey of the kinds of societies found around the world. Emphasis will be placed on contemporary societies and those of the recent past. *Prerequisite:* Sociology and Anthropology 204.

Three hours credit

329 PEOPLES OF SUB-SAHARAN AFRICA

Mr. Pike

A survey of the indigenous races, languages, and cultures of Sub-Saharan Africa, and the contemporary results of recent processes of change. *Prerequisite:* Sociology and Anthropology 201 or 204; or permission of the instructor.

Three hours credit

331 SOCIAL THEORY

Mr. Geevarghese

Important schools of contemporary sociological theory are reviewed. Structural-functional theory, formal sociology, human ecology, neopositivism, historical sociology, microsociology, and neoevolutionism are analyzed and identified with leading European and American sociologists.

Three hours credit

334 METHODS OF SOCIAL RESEARCH

Mr. Geevarghese

The interview, schedule, participant and nonparticipant observer techniques, statistics, and other devices are discussed as tools in systematic observation of social behavior. Research projects and social surveys are planned, organized, and conducted. *Prerequisites:* Sociology and Anthropology 201 or 204 and 233 or its equivalent.

Three hours credit

401 SEMINAR

Miss Bloss

Students are directed in reading and research on selected topics related to the field of sociology.

Three hours credit

Spanish (see Romance Languages)

Speech (see English)

The Alumni

THE GETTYSBURG College Alumni Association was founded in 1835. All graduates and former students automatically become members of the association and are encouraged to participate in its activities. Its purpose is to maintain the close ties between the College and its alumni which were formed during student days on campus. In so doing the College continues to exert its "salutary influence" on its alumni, and its alumni in return serve the College in a variety of ways.

Alumni cooperate to insure that the liberal arts thrive at Gettysburg. They give of their time and talents to interest qualified students in Gettysburg College, make available scholarships and loans, and help provide adequate campus facilities.

To promote service to the College and fellowship among its alumni, Gettysburgians have organized 30 alumni clubs in localities spanning the United States from New England to Southern California. In these areas and elsewhere there are many individual alumni working with the Admissions Office and the Secondary Schools Committee of the Alumni Association to provide firsthand information about Gettysburg College for prospective students. In late summer alumni clubs sponsor send-off dinners honoring entering freshmen and their parents.

The College underwrites a flourishing Alumni Office, with an executive director and a clerical staff. This office administers the Alumni Loan Fund by which a senior needing financial aid may borrow up to \$600. The office also keeps information files and acts as a secretarial center for alumni activity.

The College communicates with former students through a regularly published magazine, newsletters, and other incidental publications, all of which are edited by the Director of Public Relations. The Alumni Secretary and his staff also plan Homecoming Weekend, held in the fall, Alumni Weekend in the spring, and a variety of other on and off-campus alumni gatherings throughout the year.



Register

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Attorney. York, Pa.

DONALD K. WEISER (1955)

General Manager, Illinois Office, Aetna Casualty and Surety Company. Glen Ellyn, Ill.

JULIUS G. HLUBB, Ed.D. (1958)

Maryland Synod Trustee

Professor, University of Baltimore. Baltimore, Md.

G. THOMAS MILLER (1963)

Central Pennsylvania Synod Trustee

Attorney. Harrisburg, Pa.

RAYMOND A. TAYLOR, M.D. (1966)

Alumni Trustee

Physician. York, Pa.

¹ The date following the name indicates the beginning year of present service on the Board of Trustees.

Terms expire in 1968

JOHN S. RICE (1939)

Former U. S. Ambassador to The Netherlands. Gettysburg, Pa.

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Alumni Trustee

President, York-Shipley, Inc. York, Pa.

RALPH W. MCCREARY (1964)

McCreary Tire and Rubber Company. Indiana, Pa.

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Vice President and General Manager, The Bell Telephone Company of Pennsylvania. Pittsburgh, Pa.

Terms expire in 1969

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Central Pennsylvania Synod Trustee

Pastor, St. Mark's Lutheran Church. Hanover, Pa.

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Central Pennsylvania Synod Trustee

Public School Administrator. Somerset, Pa.

ROBERT C. FLUHRER (1963)

Attorney. York, Pa.

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Alumni Trustee

Vice President, Henry & Rockey, Inc. Harrisburg, Pa.

J. DONALD GLENN (1964)

Lancaster, Pa.

Terms expire in 1970

GEORGE E. ALLEN (1958)

Attorney. Washington, D. C.

C. HAROLD JOHNSON, M.D. (1964)

Alumni Trustee

Physician. Gettysburg, Pa.

ROBERT M. WACHOB (1964)

President, The Bell Telephone Company of Pennsylvania. Philadelphia, Pa.

DANIEL J. ANDERSEN (1964)

Attorney. Washington, D. C.

RAYMOND C. MYERS (1964)

Maryland Synod Trustee

Senior Pastor, Epiphany Lutheran Church. Baltimore, Md.

JOSEPH T. SIMPSON (1966)

President, Harsco Corporation. Harrisburg, Pa.

Terms expire in 1971

MILLARD E. GLADFELTER, Ph.D. (1958)

President, Temple University. Philadelphia, Pa.

WILLIAM H. B. STEVENS (1959)

Alumni Trustee

Partner, Latham-Stevens Company. Harrisburg, Pa.

JOHN A. APPLE (1965)

President, Butter Krust Baking Company. Sunbury, Pa.

CHARLES W. DIEHL, JR. (1965)

Butcher and Sherrerd Company. York, Pa.

ALFRED L. MATHIAS (1965)

Chairman of the Board, Servomation Mathias, Inc. Baltimore, Md.

HERMAN G. STUEMPFLE, JR. (1965)

Central Pennsylvania Synod Trustee

Professor, Lutheran Theological Seminary. Gettysburg, Pa.

Terms expire in 1972

THE HONORABLE DWIGHT D. EISENHOWER (1961)

Former President of the United States. Gettysburg, Pa.

PAUL H. RHOADS, *Chairman* (1960)

Attorney. Harrisburg, Pa.

MRS. JOSIAH W. KLINE (1962)

Harrisburg, Pa.

W. KENT GILBERT (1966)

Executive Secretary, Board of Parish Education, Lutheran Church in America.
Philadelphia, Pa.

MRS. W. S. PAUL (1966)

Gettysburg, Pa.

Ex-Officio

J. FRANK FIFE (1963)

President, Maryland Synod. Baltimore, Md.

HOWARD J. MCCARNEY (1966)

President, Central Pennsylvania Synod. Harrisburg, Pa.

CARL ARNOLD HANSON, Ph.D. (1961)

President, Gettysburg College. Gettysburg, Pa.

The Administration

(As of March 1, 1967)

CARL ARNOLD HANSON

President

B.A., University of Akron; Ph.D., Cornell University; LL.D., University of Akron;

L.H.D., Roanoke College

JOHN W. VANNORSALL

Chaplain

B.A., Harvard University; B.D., Lutheran Theological Seminary, Philadelphia

JAMES L. KIMMELL

Campus Ministry Intern

B.A., Thiel College

BASIL L. CRAPSTER

Dean of the College

B.A., Princeton University; M.A., Ph.D., Harvard University

NORMAN O. FORNESS

Assistant Dean of the College and Director of Summer Session

B.A., Pacific Lutheran University; M.A., Washington State University;

Ph.D., The Pennsylvania State University

MARTIN H. CRONLUND

Director of Admissions

B.A., Gettysburg College; M.A., Temple University

ALAN L. BUECHLER

Admissions Counselor

B.A., Gettysburg College

JANET O. RHOADS

Admissions Counselor

RICHARD W. SCHURICHT

Admissions Counselor

B.A., M.Ed., University of Pittsburgh

MILDRED H. HARTZELL

Registrar

B.S., Gettysburg College

LILLIAN H. SMOKE

Librarian

B.A., Juniata College; B.S.L.S., Columbia University

SARAH B. WESTINE

Readers' Services Librarian

B.S., Simmons College

DORIS M. KEMLER

Audio-Visual and Reserve Librarian

B.S., M.A., University of Minnesota

NANCY C. SCOTT

Technical Services Librarian

B.A., M.L.S., University of Pittsburgh

ANNA JANE MOYER

Assistant Readers' Services Librarian

B.A., Susquehanna University; M.S.L.S., Drexel Institute

LILA MAY SMYSER

Assistant Technical Services Librarian

B.A., The Pennsylvania State University; M.S.L.S., Drexel Institute

INTA PELSIS

Assistant Technical Services Librarian

B.A., M.S.L., Western Michigan University

FRANK B. WILLIAMS

Dean of Students

B.A., M.A.T., Wesleyan University; Ed.D., University of Pennsylvania

MARTHA H. STOREK

Dean of Women

B.A., Connecticut College; Ph.D., Bryn Mawr College

W. RAMSAY JONES

Dean of Men

B.A., Gettysburg College

HOMER A. WOOD

Director of Financial Aid and Placement

B.S., M.S., University of Pennsylvania

WILLIAM H. JONES

Director of Guidance Services

B.A., Eastern Nazarene College; M.A., University of Wisconsin

LEWIS B. FRANK

Counseling Psychologist

B.S., Franklin and Marshall College; M.A., The Johns Hopkins University

J. MICHAEL McGRATH

Clinical Consultant

B.S., University of Notre Dame; M.D., Temple University School of Medicine

HAROLD O. CLOSSON, JR.

Director of Student Union

B.S., University of Maryland

CHESTER G. CRIST

Medical Director, Emeritus

M.D., Medico Chi of Philadelphia

DOUWE L. RADSMAN

College Physician

M.D., University of Amsterdam

HAROLD O. CLOSSON, SR.

Assistant College Physician

B.S., M.D., Creighton University

F. STANLEY HOFFMAN

Business Manager and Treasurer

B.S., M.S., Gettysburg College

STEVE C. DUNLAP

Assistant Business Manager

B.S., University of Pittsburgh

JAY P. BROWN

Bursar

REX MADDOX

Superintendent of Buildings and Grounds

JOHN H. FRAZIER

Bookstore Manager

PAUL G. PETERSON

Director of Development

B.A., St. Olaf College; M.S.M., Union Theological Seminary

RICHARD E. WALKER

Alumni Secretary

B.A., Gettysburg College

ROSEA ARMOR

Administrative Assistant, Alumni Office

MILDRED D. JOHNSON

Administrative Assistant, Office of Development

B.A., Gettysburg College

WILLARD G. BOOKS

Director of Public Relations

B.A., Adrian College

DANIEL D. THOMAS

Public Information Officer

B.A., Cornell University

The Faculty

(As of March 1, 1967)¹

CARL ARNOLD HANSON, *President*

B.A., University of Akron; Ph.D., Cornell University; LL.D., University of Akron; L.H.D., Roanoke College.
1961—

BASIL L. CRAPSTER, *Dean of the College and Professor of History*

B.A., Princeton University; M.A., Ph.D., Harvard University.
1949—

EMERITI

WILBUR E. TILBERG, *Dean of the College, Emeritus*

B.A., Bethany College; M.A., University of Kansas; Ph.D., University of Wisconsin.
1927—1955

ALBERT BACHMAN, *Professor of Romance Languages, Emeritus*

Ph.D., University of Zurich; Agregation, University of Zurich; Ph.D., Columbia University.
1931—1963

CLAYTON E. BILHEIMER, *Professor of Physical Education, Emeritus*

M.E., Lehigh University; M.A., Columbia University.
1927—1953

JOHN G. GLENN, *Pearson Professor of Classics, Emeritus*

B.A., M.A., Wesleyan University; Ph.D., Princeton University.
1925—1966

FRANCIS C. MASON, *Professor of English, Emeritus*

B.A., M.A., University of Virginia; M.A., Harvard University; Ph.D., University of Virginia.
1925—1965

MILTON L. STOKES, *Professor of Economics, Emeritus*

B.A., M.A., LL.B., University of Toronto; Ph.D., University of Pennsylvania.
1950—1965

WILLIAM C. WALTEMYER, *Professor of English Bible, Emeritus*

B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; M.A., Ph.D., American University.
1929—1960

JOHN B. ZINN, *Professor of Chemistry, Emeritus*

B.S., Gettysburg College; Ph.D., The Johns Hopkins University.
1924—1959

¹ Members of the faculty are listed alphabetically within rank. The dates given indicate the years of service on the faculty.

WILLIAM D. HARTSHORNE, JR., *Associate Professor of Romance Languages, Emeritus*
B.A., M.A., Haverford College; *Diplôme de Professeur de français à l'étranger*, University of Toulouse.
1928-1959

HAROLD M. MESSER, *Associate Professor of Biology, Emeritus*
Ph.B., Brown University; M.A., Columbia University.
1947-1963

KATHRINE KRESSMANN TAYLOR, *Associate Professor of English, Emeritus*
B.A., University of Oregon.
1947-1966

PROFESSORS

ROBERT D. BARNES, *Dr. Charles H. Graff Professor of Biology, Department Chairman*
B.S., Davidson College; Ph.D., Duke University.
1955-

ROBERT L. BLOOM, *Adeline Sager Professor of History, Department Chairman*
B.S., Shippensburg State College; M.A., Duke University; Ph.D., Columbia University.
1949-

M. ESTHER BLOSS, *Professor of Sociology, Department Chairman*
B.A., Cornell University; M.A., Ph.D., Columbia University.
1953-

HENRY T. BREAM, *Professor of Health and Physical Education, Department Chairman*
B.S., Gettysburg College; M.A., Columbia University.
1926-

WILLIAM C. DARRAH, *Professor of Biology*²
B.S., University of Pittsburgh.
1957-

HAROLD A. DUNKELBERGER, *Amanda Rupert Strong Professor of Biblical Literature and Religion, Department Chairman*
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg;
Ph.D., Columbia University.
1950-

EDWIN D. FREED, *Professor of Biblical Literature and Religion*
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg;
Ph.D., Harvard University.
1948-1951, 1953-

RICHARD B. GEYER, *Graeff Professor of English, Department Chairman*³
B.A., M.A., Miami University; Ph.D., Northwestern University.
1954-

CHARLES H. GLATFELTER, *Professor of History*
B.A., Gettysburg College; Ph.D., The Johns Hopkins University.
1949-

² On leave of absence, second semester, 1966-1967

³ On leave of absence, second semester, 1966-1967

- J. RICHARD HASKINS, *Professor of Physics*
B.S., University of Texas; Ph.D., Ohio State University.
1959–
- LEONARD I. HOLDER, *Professor of Mathematics, Department Chairman*
B.S., M.S., Texas A&M University; Ph.D., Purdue University.
1964–
- CHESTER E. JARVIS, *Professor of Political Science, Department Chairman*
B.A., M.A., University of California; Ph.D., University of Pennsylvania.
1950–
- ARTHUR L. KURTH, *Professor of Romance Languages, Department Chairman*
B.A., Yale College; Ph.D., Yale University.
1962–
- RALPH D. LINDEMAN, *Professor of English*
B.A., University of Pittsburgh; M.A., Columbia University; Ph.D., University of Pittsburgh.
1952–
- RICHARD T. MARA, *Sahn Professor of Physics, Department Chairman*⁴
B.A., Gettysburg College; M.S., Ph.D., University of Michigan.
1953–
- COL. ROBERT D. MOORE, *Professor of Military Science, Department Chairman*
B.A., George Washington University.
1964–
- CHARLES E. PLATT, *Professor of Psychology*
B.A., Wittenberg University; M.A., Ph.D., Ohio State University.
1957–
- INGOLF QUALLY, *Professor of Art, Department Chairman*
B.A., St. Olaf College; B.F.A., M.F.A., Yale University.
1956–
- WILLIAM F. RAILING, *Professor of Economics, Department Chairman*
B.S., United States Merchant Marine Academy; B.A., The Johns Hopkins University; Ph.D., Cornell University.
1964–
- NORMAN E. RICHARDSON, *William Bittinger Professor of Philosophy, Department Chairman*⁵
B.A., Amherst College; B.D., Yale Divinity School; Ph.D., Yale University.
1945–
- RUSSELL S. ROSENBERGER, *Professor of Education, Department Chairman*⁶
B.S., Geneva College; M.Litt., Ed.D., University of Pittsburgh.
1956–
- CALVIN E. SCHILDKNECHT, *Ockershausen Professor of Chemistry, Department Chairman*⁷
B.S., Gettysburg College; Ph.D., The Johns Hopkins University.
1959–

⁴ On leave of absence, 1966–1967

⁵ On leave of absence, 1966–1967

⁶ On leave of absence, second semester, 1966–1967

⁷ On leave of absence, 1966–1967

HENRY SCHNEIDER III, *Franklin Professor of German, Department Chairman*
B.A., M.A., Ph.D., Princeton University.
1964-

CHARLES A. SLOAT, *Professor of Chemistry*
B.S., Gettysburg College; M.A., Haverford College; Ph.D., Princeton University.
1927-

KENNETH L. SMOKE, *Professor of Psychology, Department Chairman*
B.A., M.A., Ph.D., Ohio State University.
1927-1929, 1946-

MAJOR DEWEY F. TAYLOR, *Professor of Aerospace Studies, Department Chairman*
B.S.Ed., Shippensburg State College.
1964-

PARKER B. WAGNILD, *Professor of Music, Department Chairman*
B.A., St. Olaf College; M.S.M., Union Theological Seminary; B.D., Lutheran
Theological Seminary, Gettysburg; M.A., New York University.
1937-

GLENN S. WEILAND, *Professor of Chemistry*
B.S., M.S., Ph.D., University of Maryland.
1946-1947, 1949-

WALDEMAR ZAGARS, *Professor of Economics*
Mag. oec., Dr. oec., University of Riga.
1956-

ASSOCIATE PROFESSORS

R. HENRY ACKLEY, *Associate Professor of Music*
B.A., Western Maryland College; Peabody Conservatory of Music.
1953-

NORMAN L. ANNIS, *Associate Professor of Art*
B.A., State College of Iowa; M.F.A., University of Iowa.
1960-

PAUL R. BAIRD, *Associate Professor of Economics*
B.A., M.A., The Pennsylvania State University.
1951-

GUILLERMO BARRIGA, *Associate Professor of Spanish*
B.S., Colombian Naval Academy; M.A., Middleburg College; Ph.D., University
of Madrid.
1951-

NEIL W. BEACH, *Associate Professor of Biology*
B.S., M.S., Ph.D., University of Michigan.
1960-

ARTHUR B. BOENAU, *Associate Professor of Political Science*
B.A., Amherst College; M.A., Ph.D., Columbia University.
1957-

HARRY F. BOLICH, *Associate Professor of Speech and Director of Debating*
B.A., M.A., Bucknell University.
1947-

BRUCE W. BUGBEE, *Associate Professor of History*

B.A., College of William and Mary; M.A., Ph.D., University of Michigan.
1958-

CHAN L. COULTER, *Associate Professor of Philosophy*

B.A., University of Iowa; M.A., Ph.D., Harvard University.
1958-

SIGRID LEHNBERGER COZ, *Associate Professor of French*

B.A., Hofstra College; M.A., Duke University; Ph.D., The Johns Hopkins University.
1952-1956, 1959-

THEODORE C. DANIELS, *Associate Professor of Physics*

B.A., Oberlin College; Ph.D., Syracuse University.
1954-

DONALD H. FORTNUM, *Associate Professor of Chemistry*

B.A., Carroll College; Ph.D., Brown University.
1965-

EUGENE M. HAAS, *Associate Professor of Health and Physical Education*

B.A., Gettysburg College; M.A., Columbia University.
1954-

THOMAS J. HENDRICKSON, *Associate Professor of Physics*

B.S., M.S., University of Michigan; Ph.D., Iowa State University.
1960-

EDMUND R. HILL, *Associate Professor of Economics*

B.Com., McGill University; Ph.D., University of Pittsburgh.
1961-

LESTER O. JOHNSON, *Associate Professor of Education*

B.A., St. Olaf College; M.A., University of Minnesota.
1930-

GRACE C. KENNEY, *Associate Professor of Health and Physical Education*

B.S., New York University; M.A., Columbia University.
1948-

JOHN H. LOOSE, *Associate Professor of Biblical Literature and Religion*

B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg;
M.A., Ph.D., University of Chicago.
1959-

CAREY A. MOORE, *Associate Professor of Biblical Literature and Religion*

B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg;
Ph.D., The Johns Hopkins University.
1955-1956, 1959-

M. SCOTT MOORHEAD, *Associate Professor of Mathematics*

B.S., M.A., Washington and Jefferson College; Ph.D., University of Pittsburgh.
1955-

SAMUEL A. MUDD, *Associate Professor of Psychology*

B.A., Gettysburg College; M.S., Ph.D., Purdue University.
1958-1964, 1965-

RUTH E. PAVLANTOS, *Associate Professor of Classics, Department Chairman*
B.A., College of Wooster; M.A., Ph.D., University of Cincinnati.
1963-

JAMES D. PICKERING, *Associate Professor of English*
B.A., M.A., Wesleyan University; Ph.D., Columbia University.
1954-

ALEX T. ROWLAND, *Associate Professor of Chemistry*
B.A., Gettysburg College; Ph.D., Brown University.
1958-

WILLIAM L. SANBORN, *Associate Professor of French*
B.A., Dickinson College; *Diplôme Supérieur de Civilisation Française, Doctorat D'Université de Paris.*
1953-

W. RICHARD SCHUBART, *Associate Professor of Philosophy*
B.A., Dartmouth College; M.A., Columbia University.
1950-

JOHN D. SHAND, *Associate Professor of Psychology*
B.A., Amherst College; M.A., Harvard University; Ph.D., University of Chicago.
1954-

JOHN R. STEMEN, *Associate Professor of History*
B.A., Yale University; M.A., Ph.D., Indiana University.
1961-

MARY MARGARET STEWART, *Associate Professor of English*
B.A., Monmouth College; Ph.D., Indiana University.
1959-

RICHARD T. WESCOTT, *Associate Professor of Health and Physical Education*
B.A., Colby College; M.Ed., Boston University; P.E.D., Indiana University.
1966-

CONWAY S. WILLIAMS, *Associate Professor of Economics*
B.A., Columbia University; M.S., Columbia School of Business.
1949-

JOSEPH K. WOLFINGER, *Associate Professor of English*⁸
B.A., St. John's College; M.A., The Johns Hopkins University.
1946-

EARL E. ZIEGLER, *Associate Professor of Mathematics*
B.S., M.S., Gettysburg College.
1935-

ASSISTANT PROFESSORS

EDWARD J. BASKERVILLE, *Assistant Professor of English*⁹
B.S., Lehigh University; M.A., Columbia University.
1956-

⁸ Died February 8, 1967

⁹ On leave of absence, 1966-1967

GARETH V. BISER, *Assistant Professor of Health and Physical Education*
B.S., Gettysburg College; M.S., Syracuse University.
1959—

MAYNARD F. BRASS, *Assistant Professor of History*
B.A., University of Minnesota; M.A., Ph.D., University of Iowa.
1964—

EDWARD R. BROWNLEY, *Assistant Professor of Health and Physical Education*
B.A., Gettysburg College; M.Ed., Temple University.
1965—

MARIE BUDDÉ, *Assistant Professor of Music*
B.M., Curtis Institute of Music; Peabody Conservatory of Music.
1958—

ALBERT W. BUTTERFIELD, *Assistant Professor of Mathematics*
B.S., United States Naval Academy; M.A., University of Michigan.
1958—

A. RALPH CAVALIERE, *Assistant Professor of Biology*
B.S., M.S., Arizona State University; Ph.D., Duke University.
1966—

JOHN F. CLARKE, *Assistant Professor of English*
B.A., Kenyon College; M.A., Stanford University.
1966—

GLENDON F. COLLIER, *Assistant Professor of German and Russian*
B.A., Franklin and Marshall College; M.A., University of California.
1957—

DAVID J. COWAN, *Assistant Professor of Physics*
B.S., M.A., Ph.D., University of Texas.
1965—

HELEN H. DARRAH, *Assistant Professor of Biology*
B.S., M.S., University of Pittsburgh.
1961—

EDITH FELLENBAUM, *Assistant Professor of Education*
B.A., Gettysburg College; M.A., The Johns Hopkins University.
1963—

LEWIS B. FRANK, *Assistant Professor of Psychology*
B.S., Franklin and Marshall College; M.A., The Johns Hopkins University.
1957—

ROBERT H. FRYLING, *Assistant Professor of Mathematics*
B.A., Gettysburg College; M.S., University of Pittsburgh.
1947–1950, 1958—

CAPT. JAMES W. FULK, *Assistant Professor of Aerospace Studies*
B.S., Ball State University.
1964—

ROBERT B. GARRETT, *Assistant Professor of Health and Physical Education*
B.S., East Stroudsburg State College; M.Ed., Temple University.
1966—

- CAPT. FRANCIS D. GARSHAK, *Assistant Professor of Military Science*
B.S., Duquesne University.
1964-
- P. K. GEEVARGHESE, *Assistant Professor of Sociology*
B.D., Serampore College; S.T.M., Union Theological Seminary; M.A., Miami University; Ph.D., Ohio State University.
1964-
- ROBERT M. GEMMILL, *Assistant Professor of Economics*
B.A., Gettysburg College; M.A., University of Pennsylvania.
1958-
- LOUIS J. HAMMANN, *Assistant Professor of Biblical Literature and Religion*
B.A., Gettysburg College; B.D., Yale Divinity School; M.A., The Pennsylvania State University.
1956-
- C. ROBERT HELD, *Assistant Professor of Classics*
B.A., Gettysburg College; M.A., Princeton University.
1954-1955, 1956-
- JOHN T. HELD, *Assistant Professor of Education*
B.A., Gettysburg College; M.A., Columbia University; M.S., University of Illinois.
1960-
- CAROLINE M. HENDRICKSON, *Assistant Professor of Spanish*
B.A., Wellesley College; M.A., Columbia University.
1959-
- ROBERT T. HULTON, *Assistant Professor of Health and Physical Education*
B.A., Grove City College.
1957-
- R. EUGENE HUMMEL, *Assistant Professor of Health and Physical Education*
B.A., Gettysburg College; M.A., Columbia University.
1957-
- ROBERT S. KNOX, *Assistant Professor of Political Science*¹⁰
B.A., Harvard University; M.A., Georgetown University.
1959-
- CHARLOTTE A. KOOMJOHN, *Assistant Professor of English*
B.S., St. Louis University; M.A., Miami University.
1965-
- JOHN F. LAVELLE, *Assistant Professor of Mathematics*¹¹
B.A., University of Minnesota; M.Ed., University of Toledo; M.A., Bowling Green State University.
1963-
- JACK S. LOCHER, *Assistant Professor of English*
M.A., University of Chicago.
1957-

¹⁰ On leave of absence, second semester, 1966-1967

¹¹ On leave of absence, 1966-1967

- ROWLAND E. LOGAN, *Assistant Professor of Biology*
B.A., University of California; M.S., Ph.D., Northwestern University.
1958-
- MARIE McLENNAND, *Assistant Professor of English*
B.A., M.A., University of Pittsburgh.
1955-
- KENNETH R. MARTIN, *Assistant Professor of History*
B.A., Dickinson College; M.A., Ph.D., University of Pennsylvania.
1965-
- MAJOR ROBERT E. MOSS, *Assistant Professor of Military Science*
B.A., Lafayette College.
1966-
- HARRIET L. O'LEARY, *Assistant Professor of French*
B.A., Western Reserve University; M.A., Radcliffe College; Ph.D., University of Cincinnati.
1963-
- MAYNARD R. PLAYFOOT, *Assistant Professor of Romance Languages*
B.A., M.A., State University of New York at Albany.
1956-
- KENNETH R. RAESSLER, *Assistant Professor of Music*
B.S., West Chester State College; M.M., Temple University.
1963-
- JOHN C. RAMER, *Assistant Professor of Psychology*
B.A., Gettysburg College; M.S., Washington State University; Ph.D., University of Washington.
1964-
- RAY R. REIDER, *Assistant Professor of Health and Physical Education*
B.A., Gettysburg College; M.Ed., The Pennsylvania State University.
1962-
- EMILE O. SCHMIDT, *Assistant Professor of English and Director of Dramatics*
B.A., Ursinus College; M.A., Columbia University.
1962-
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1959-
- HOWARD G. SHOEMAKER, *Assistant Professor of Health and Physical Education*
B.A., Gettysburg College; M.A., Columbia University.
1957-
- NELSON R. SULOUFF, *Assistant Professor of Biblical Literature and Religion*
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1958-
- DONALD G. TANNENBAUM, *Assistant Professor of Political Science*
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1966-

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1956-

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1957-

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1962-

JOHN R. WINKELMANN, *Assistant Professor of Biology*
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1963-

MAJOR GEORGE W. YURICK, *Assistant Professor of Military Science*
B.S., United States Military Academy.
1966-

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CARMYN F. BARRETT, *Instructor in Mathematics*
B.A., Franklin and Marshall College; M.S., University of New Hampshire.
1966-

DONALD W. BECKIE, *Instructor in Music*
B.M., University of the Pacific; M.M., Indiana University.
1965-

F. EUGENE BELT, *Instructor in Music*
B.A., Western Maryland College; M.A., New York University.
1966-

RICHARD P. BUTRICK, JR., *Instructor in Philosophy*
B.A., M.A., New School for Social Research; Ph.D., Columbia University.
1965-

JOAN T. CROOK, *Instructor in French*
B.A., M.A., George Washington University.
1961-

ROBERT W. FOX, *Instructor in German*
B.A., Cornell University; LL.B., University of Maryland; M.A., University of Chicago.
1965-

WALDEN S. FREEMAN, *Instructor in History*
B.A., M.A., Butler University.
1963-

SHERMAN S. HENDRIX, *Instructor in Biology*
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1964-

VIRGINIA M. HUFFMAN, *Instructor in Health and Physical Education*

B.S., East Stroudsburg State College; M.S., The Pennsylvania State University.
1963-

LAWRENCE D. LOWENTHAL, *Instructor in English*

B.A., M.A., Northwestern University.
1966-

DONALD A. MARSDEN, *Instructor in English*

B.A., Princeton University; M.A., The Johns Hopkins University.
1965-

PAMELA A. MILLER, *Instructor in English*

B.A., M.A., The Pennsylvania State University.
1965-

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B.A., Columbia College; M.S., Yale University.
1966-

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B.A., Franklin and Marshall College; M.A., Lehigh University.
1966-

NORMAN K. NUNAMAKER, *Instructor in Music*

B.A., Bowling Green State University; M.M., Indiana University.
1963-

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B.F.A., M.A., M.F.A., Michigan State University.
1964-

HOWARD C. PARKS, *Instructor in Classics*

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1966-

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1966-

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1964-

JAMES F. SLAYBAUGH, *Instructor in Education*

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1964-

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1965-

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1965-

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1965-

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1963-

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1963-

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1962-

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The Pennsylvania State University.

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B.A., Dickinson College.

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B.S., Oberlin Conservatory of Music.

ASSISTANTS

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JAMES J. THOMAS, *Chemistry*

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ASSISTANT INSTRUCTORS

SFC ROBERT V. BISHARD, *Assistant Instructor in Military Science*

S/SGT. JERRY L. BROWN, *Assistant Instructor in Aerospace Studies*

T/SGT. FRANK B. DAVIS, *Assistant Instructor in Aerospace Studies*

M/SGT. FRED P. FUNARI, *Assistant Instructor in Military Science*

S/MAJ. MICHAEL KOWALSKI, *Assistant Instructor in Military Science*



Statistical Summary

STUDENTS IN COLLEGE

	FIRST SEMESTER 1965-1966			FIRST SEMESTER 1966-1967		
	<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Seniors	291	131	422	271	140	411
Juniors	277	132	409	301	160	461
Sophomores	320	181	501	338	155	493
Freshmen	361	160	521	354	153	507
Special	3	17	20	2	18	20
Total	1252	621	1873	1266	626	1892

GEOGRAPHICAL DISTRIBUTION

	FIRST SEMESTER 1965-1966	FIRST SEMESTER 1966-1967
	<i>Students</i>	<i>Students</i>
Pennsylvania	746	731
New Jersey	454	460
New York	234	235
Maryland	174	175
Connecticut	95	98
Massachusetts	39	46
Virginia	32	28
Delaware	15	19
Washington, D. C.	11	13
Ohio	13	12
New Hampshire	1	6
Florida	10	5
Wisconsin	3	5
California	1	4
Michigan	4	4
Rhode Island	4	4
Twelve other states		22
Eight other states	12	
Five foreign countries	5	5
Total	1853	1872

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Gettysburg College Bulletin



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1969-1970

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GETTYSBURG COLLEGE

GETTYSBURG, PENNSYLVANIA 17325

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Communications with the College

Visitors are welcome at Gettysburg College. Administrative Offices are generally open from 9 A.M. to 5 P.M. Monday through Friday and from 9 A.M. to 12 Noon on Saturday. Some offices are closed on Saturdays during July and August.

Gettysburg is reached most conveniently by automobile. There is a map showing the main highway approaches on the inside back cover of this catalogue.

The post office address of the College is Gettysburg College, Gettysburg, Pa. 17325. The telephone number is 334-3131. Letters to the College should be addressed as follows, according to the nature of the inquiry:

President, G—general interest of the College

Alumni Secretary, P—alumni affairs

Business Manager, B.O.—All business and financial matters

Chaplain, C.C.—religious program and counseling

Dean of the College, W.H.—general academic policy and program

Dean of Students, G—general student affairs and housing accommodations

Director of Admissions, W.H.—admission procedures, scholarships and financial aid, catalogues, and other printed information

Director of Development, P—contributions and bequests

Director of Financial Aid and Placement, P—financial aid, placement of seniors

Director of Guidance Services, P—counseling and guidance

Director of Public Information, P—information about College events

Director of the Summer Session, W.H.—summer academic program

Registrar, G—student records and transcripts

B.O.	Business Office
G	Glatfelter
P	Plank Gym
W.H.	White House
C.C.	Christ Chapel

The provisions of this bulletin are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time.

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The Calendar 1969-1970

FALL TERM, 1969

September 7-9	<i>Sunday-Tuesday</i>	Orientation and Registration
September 10	<i>Wednesday</i>	Classes begin, 8:00 a.m.
September 10	<i>Wednesday</i>	Formal Opening Convocation 11 a.m.
October 11	<i>Saturday</i>	Father's Day
October 25	<i>Saturday</i>	Midterm reports due
November 1	<i>Saturday</i>	Alumni Homecoming
November 26	<i>Wednesday</i>	Thanksgiving Recess begins 12:15 p.m.
December 1	<i>Monday</i>	Thanksgiving Recess ends 8:00 a.m.
December 9	<i>Tuesday</i>	Last day of classes
December 11-17	<i>Thursday-Wednesday</i>	Term Examination

JANUARY TERM, 1970

January 5	<i>Monday</i>	Term begins
January 31	<i>Saturday</i>	Term ends

SPRING TERM, 1970

February 9	<i>Monday</i>	Registration
February 10	<i>Tuesday</i>	Classes begin, 8:00 a.m.
March 21	<i>Saturday</i>	Midterm reports due
March 21	<i>Saturday</i>	Easter Recess begins, 11:00 a.m.
March 31	<i>Tuesday</i>	Easter Recess ends, 8:00 a.m.
May 2	<i>Saturday</i>	Mother's Day
May 8	<i>Friday</i>	Spring Honors Day
May 18	<i>Monday</i>	Last Day of classes
May 19	<i>Tuesday</i>	Spring registration
May 21-27	<i>Thursday-Wednesday</i>	Term examinations
June 6	<i>Saturday</i>	Alumni day
June 7	<i>Sunday</i>	Baccalaureate and Commencement

The Calendar 1970-1971

FALL TERM, 1970

September 6-8	<i>Sunday-Tuesday</i>	Orientation and Registration
September 9	<i>Wednesday</i>	Classes begin, 8:00 a.m.
September 9	<i>Wednesday</i>	Formal Opening Convocation, 11 a.m.
October 17	<i>Saturday</i>	Father's Day
October 24	<i>Saturday</i>	Midterm reports due
October 24	<i>Saturday</i>	Alumni Homecoming
November 25	<i>Wednesday</i>	Thanksgiving Recess begins, 12:15 p.m.
November 30	<i>Monday</i>	Thanksgiving Recess ends, 8:00 a.m.
December 10	<i>Thursday</i>	Last day of classes
December 12-18	<i>Saturday-Friday</i>	Term examinations

JANUARY TERM, 1971

January 4	<i>Monday</i>	Term begins
January 30	<i>Saturday</i>	Term ends

SPRING TERM, 1971

February 8	<i>Monday</i>	Registration
February 9	<i>Thursday</i>	Classes begin, 8:00 a.m.
March 27	<i>Saturday</i>	Midterm reports due
April 3	<i>Saturday</i>	Easter Recess begins, 11 a.m.
April 13	<i>Tuesday</i>	Easter Recess ends, 8:00 a.m.
May 7	<i>Friday</i>	Spring Honors Day
May 8	<i>Saturday</i>	Mother's Day
May 17	<i>Monday</i>	Last day of classes
May 18	<i>Tuesday</i>	Spring registration
May 20-26	<i>Thursday-Wednesday</i>	Term examinations
June 5	<i>Saturday</i>	Alumni Day
June 6	<i>Sunday</i>	Baccalaureate and Commencement



An Introduction to Gettysburg

IN THE simple and straightforward language of the charter by which it came into being in 1832, Gettysburg College exists "to exert a salutary influence in advancing the cause of liberal education." That has been its primary purpose in the past and remains its primary purpose today.

A liberal education centers upon a curriculum intended to free a man from the tyranny of having to think and act solely on the strength of his own personal experiences, for by their very nature one's personal experiences are limited and partial.

At its best, a liberal education develops the capacity to interpret and generalize both upon and beyond individual experience. In so doing, it directs one to a mature understanding of his own capabilities and limitations, of the relationships which he must establish with others, and of the universe in which he lives. It encourages an abiding concern for truth and a deepening sensitivity to beauty. At its best, a liberal education prepares one to think with both imagination and precision, to form wise judgments, and to act responsibly in every situation.

As a community of learning, Gettysburg College is dedicated first and foremost to developing the intellect. But it knows that learning alone is not enough. Every life needs the wholeness which allegiance to sound moral and spiritual values alone can provide. By tradition and present choice Gettysburg is a church-related college. As such, it endeavors to maintain an atmosphere in which its students are aware of its witness to Christian principles and ideals. It encourages its students, as part of their liberal learning, to give serious consideration to the merit of these principles and ideals in the development of their personalities.

The curriculum of liberal arts and sciences reflects the College's primary purpose. Therefore, the candidate for the baccalaureate degree must gain a degree of mastery in at least one foreign language and study the methods and findings within the natural and social sciences. He acquaints himself more fully with religion, history, philosophy, literature, art, and music. Also, he learns about personal health and care of the body.

Along with his efforts to gain a breadth of knowledge, the student selects a major field of study which particularly interests him and which may be related

to the career he has in mind. Some students come to Gettysburg with their major field of study already chosen. Others are uncertain and may for several terms take courses in a variety of departments before reaching a decision. But being neither a graduate nor a professional school, Gettysburg insists that all its students direct their energies into several areas and not concentrate excessively in any one.

With all of these considerations in mind, we can state in summary form our view of the goal of the educational experience at Gettysburg: mastery of a set of basic skills of study, research, and expression; command of a significant body of information in several fields; possession of critical judgment, an inquiring mind, and an increased aesthetic sensitivity; dedication to worthwhile principles and ideals; and a continuing desire to live a life that is both personally rewarding and socially useful. Though these ideals reflect the College's highest expectations for its students, no college can guarantee that a four-year investment of time and money will result in an educated man or woman. Education is not a passive process, and ultimately every college student must educate himself. His teachers can only help him begin to do this and show him that education is a lifelong process. It is still true, as Woodrow Wilson explained a half-century ago, that "what we should seek to impart in our colleges . . . is not so much learning itself as the spirit of learning." Especially now when many fields of knowledge are expanding rapidly, probably the most important thing young people can do in college is to learn how to teach themselves. Much of what they know when they graduate from college will be obsolete in a decade or less.

The Gettysburg faculty is aware that, in spite of its eagerness to teach and counsel, the ultimate test of the College will be its success in providing situations in which young persons are themselves inspired to accept both the greater independence and the increased responsibility which higher education entails. To these ends the College poses high expectations for all of its students.

CHOOSING A COLLEGE

Choosing a college where one will spend four years is always a most important decision for a young man or woman. It is one which probably will have lifelong consequences. On the basis of its experience the Gettysburg College Admissions Staff tries to select applicants who have the talents, interests, and personal qualifications which will enable them to profit from the College and contribute to its program. It seeks to identify applicants who not only have the necessary intellectual qualifications, but who also give promise of wanting to learn much more than they already know. This latter requirement is of cardinal significance, because a young person who has no compelling desire to compare, weigh, question, and probe will be unhappy in any good institution of higher learning. The college also seeks to attract students with a variety of special talents and social backgrounds.



Any person seriously interested in Gettysburg should learn as much about the institution as he possibly can before deciding whether it is the college he really wants to attend. One of his main concerns should be whether Gettysburg College can provide for him the atmosphere in which he will want to learn. He should ask questions of the Admissions Staff, and also of students, faculty, alumni, and friends of the College whom he might know. He should come to the campus and remain long enough to gain a distinct impression of the many and varied activities which go on here and of the atmosphere they create.

GETTYSBURG COLLEGE PAST

The visitor to the campus will find an institution that has been in continuous existence for more than 135 years. Founded in 1832, Gettysburg College is one of the older institutions of higher education in this country, and one of about forty American colleges established in the decade of Jacksonian Democracy. Its founder, the Rev. Samuel Simon Schmucker (1799–1873), a young Lutheran clergyman educated at the University of Pennsylvania and the Princeton Theological Seminary, had set for himself the goal of establishing his church's first theological seminary in America. This became a reality when in 1826 he organized the Lutheran Theological Seminary at Gettysburg, a community chosen because it was then central to the main branches of the Lutheran Church.

Another of Schmucker's goals was to found a college, a matter of genuine urgency due to the meager academic preparation of his theological students.

In this venture he turned to some of the leading citizens of the community for their support. He promised them that while it would be under Lutheran influence, the College would always be nonsectarian in its instruction. Because he received their support, it can accurately be said that Schmucker established the college under double auspices: church and community.

The charter of Pennsylvania College of Gettysburg, granted by the state legislature, received the governor's approval on April 7, 1832. Instruction began in the fall of the same year. The new institution became the first Lutheran college in America. It adopted its present name—Gettysburg College—in 1921. Gettysburg has always been a privately supported institution, related to the Lutheran Church. Its Board of Trustees is a self-perpetuating body, except that the Central Pennsylvania and the Maryland Synods of the Lutheran Church in America choose a total of eight of the thirty-eight trustees. Both synods contribute to the financial support of the College.

When the armies of North and South clashed at Gettysburg during the memorable July days of 1863, College classes then in session were suspended, the campus was occupied by Confederates, and Pennsylvania Hall (Old Dorm) was pressed into use as a hospital for the wounded of both sides. A century later both the community and the College are still influenced by the momentous battle which occurred here and by the visit of President Lincoln in November 1863 to dedicate the National Cemetery. Each year approximately two million tourists from all parts of the country and from abroad visit the battlefield and cemetery. The town, with a population of about 8,000, is easily accessible by highway.

In the years since 1832 more than 18,500 persons have been enrolled in the College and approximately 12,000 have received degrees. Over the years this large group of alumni has brought honor to the College by the positive influence of their lives.



GETTYSBURG COLLEGE PRESENT

In more than 135 years Gettysburg College has grown in many ways. At the beginning there were but 5 instructors; there are now more than 130 full-time faculty members. From an original enrollment of 23 the student body has increased to about 1,850 today. The campus of 175 acres has more than 40 buildings. Old Dorm, the oldest College structure, cost less than \$16,000 to build in 1837-1838. Today the land, buildings and equipment of the college have an appraised value of \$18,250,000.

Since 1940 Gettysburg College has tripled in size. Enrollment has now been stabilized at about 1,850 students and will remain at this level for several years. Two-thirds of the students are men. Most of the enrollment comes from the Middle Atlantic states and New England, but over half of the states and several foreign countries are represented in the student body. College and fraternity housing accommodates more than 1,500 students.

Gettysburg College has been on the accreditation list of the Board of Regents of the State of New York since 1913 and on that of the Middle States Association of Colleges and Secondary Schools since its first accreditation list was prepared in 1921. The College is approved by the Department of Public Instruction of the Commonwealth of Pennsylvania, the American Chemical Society, and the American Association of University Women. It is one of sixteen colleges and universities in Pennsylvania sheltering a chapter of Phi Beta Kappa.

The Gettysburg students of today have access to ample and improving library, laboratory, and other academic facilities. They have the opportunity to work closely in and out of the classroom with a vigorous faculty dedicated to teaching and to the scholarship, research, and creative activity necessary to sustain good teaching. The faculty are genuinely interested in the welfare of the students and desirous of establishing close relationships with them. The faculty invite students to join them in their attempts to extend the frontiers of man's understanding by independent study, research, discussion, and writing. Where their aptitude and interests warrant it, students are encouraged to continue their formal education beyond the College. In recent years about one-third of the graduates have been responding to this encouragement by entering graduate and professional schools immediately after graduation.

Whatever his background, interests, and programs, and however he may hope to determine and achieve his goals, the discerning Gettysburg student will find on the campus a healthy environment for furthering man's quest for knowledge about himself and the universe in which he lives. He will find a desire to test old truths and find new ones. He will discover an atmosphere which promotes the enduring joys of learning, of judicious skepticism, and of sound judgment. In short, he will find in Gettysburg a college which is striving to carry out the injunction of 1832, "to exert a salutary influence in advancing the cause of liberal education."



The Academic Program

DEGREES

The academic program at Gettysburg College reflects the faculty's effort to help the undergraduate achieve the goals of a liberal education. Most students at the college are candidates for the degree of Bachelor of Arts. Some are candidates for the degree of Bachelor of Science in Music Education. Much of the information that follows deals primarily with the Arts program.

THE 4-1-4 PROGRAM

Starting with the 1969-70 academic year, Gettysburg College will arrange its academic program in a 4-1-4 calendar of three terms: the fall term from September to the Christmas holiday in December, the January term of four weeks, and the spring term from February through May. Students are required to complete satisfactorily 35 courses; they may take 36. Normally they accomplish this during four academic years at Gettysburg. They will take four courses during the fall and spring terms, except that during one of these terms they need take only three courses. They also take a course during each of the four January terms.

Some of the advantages anticipated from this program are as follows:

1—35 courses will give sufficient latitude of choice to permit the student to fulfill the distribution and concentration requirements described below and, in addition, to use electives to develop existing interests and explore new areas.

2—During the typical fall and spring terms the student need apportion his attention among only four courses, with opportunities for breadth and depth in each.

3—The availability of the single three course term permits him, by wise scheduling, to concentrate his efforts further in work that is particularly appealing or demanding. Or he may take a fourth course to make up a failure or to investigate another area of interest.

4—Ending the fall term, including its final examinations, before the Christmas holidays minimizes interruptions in the term's work.

THE JANUARY TERM

The January term with its single course offers unusual opportunities for a change of pace in the academic year. Each course has its own scheduling, which may include group meetings, meetings of part of the class, and individual sessions, in various combinations. It may meet frequently while work is being

introduced, and then suspend meetings while individual work is being completed, resuming group meetings for comparison, contrast, and summation. Since a student is concentrating on only one course, his efforts may be correspondingly concentrated and strengthened. Some January courses are in the student's major or are courses to fulfill distribution requirements, and are therefore knitted into various programs. Others are designed to reflect interests of faculty and students in contemporary topics; an effort is made to meet student interests in designing courses. For some students there are planned opportunities for on- and off-campus independent or group study, both in this country and abroad. Expenses of off-campus work are not included in the comprehensive fee.

In October, the Dean of the College issues an Announcement of January Term Courses, which students use to register their preferred course selections. A sampling of the courses tentatively planned for January 1970 includes the following:

Art:	The Shape of the City Seminar in Art History
Biology:	Physiology and Psychobiology of Sensation Radiation and Life Tropical Biology (at Chiapas, Mexico)
Chemistry:	Chemical Application of Spectroscopy Introduction to Large Molecules
Classics:	Mythology Sophocles and Greek Tragedy
Economics and Business	Accounting Internship
Administration:	Economic Problems of Urban Areas
English:	Negro Writing in America The Three Faces of Venus: The Theme of Love in European Literature and Thought
General Education:	Byron and Hemingway: Heroes and Creators of Heroes Contemporary Germany
German:	Nietzsche and Dostoevsky. The Religious Problem of Modern Man
Health and Physical Education:	Comparative Study in Physical Education
History:	The World Crisis of the 1930's Negro Participation in American Life The Civil War Novel as History
Mathematics:	Introduction to Computing Topics in the Foundations of Mathematics
Music:	Organ Design and Repertoire Music in the United States
Philosophy:	Seminar in the Philosophy of Religion Toward a Concept of Human Nature
Physics:	Space Science
Political Science:	Patterns of Religious and Political Thought in America Political Behavior and Analysis



Psychology:	Field Experience in Child Behavior Psychology of Religious Beliefs, Attitudes, and Values
Religion:	The Religion of Present Day Outcasts and Depressed Classes Mass Media Christianity
Romance	The Mexican Novel Since 1947
Languages:	The Theatre of the Absurd
Sociology and	Archaeology of Mesoamerica (in Central America)
Anthropology:	Social Deviation

DISTRIBUTION AND CONCENTRATION

The student's 35 courses can be divided into three types.

First, about 35 per cent are those taken in fulfilling the distribution requirements. These are courses which the faculty has prescribed to insure that each student will explore the main fields of learning, some knowledge of which is valuable to a liberal education. In meeting each of these requirements the student has a number of options.

Second, about 30 per cent of the courses which a student takes are offered to fulfill the concentration requirements. These the faculty has prescribed so that each student will work intensively in one major field of study and gain a useful command of its facts, interpretations, insights, and ways of learning. The major should be a field in which the student has both aptitude and interest. In most cases it is closely related to his intended career. Students are encouraged to begin work in the major—or to try alternatives—as soon as possible. Ideally distribution and concentration courses complement and supplement each other and help the inquiring student arrive at an understanding of the essential unity of man's knowledge.

Third, the remaining courses which a student takes are free electives. They may or may not be courses in areas related to his major subject. It is regrettable whenever a student is graduated without having taken at least one course in a field largely unknown to him, but one in which he might have become usefully interested.

THE ADVISING SYSTEM

The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before he arrives on campus, each freshman is assigned a faculty adviser to assist in dealing with his academic and other questions.

During the first week of the fall term all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with their new home. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help the College in its effort to provide an education suited to each student's capacities.

During the year each freshman adviser arranges periodic meetings with his advisee to review his progress. He is available also at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

At the end of the freshman year, when a student should choose a major field of study, a member of the major department becomes his adviser and assists him in the preparation of his sophomore schedule. Until the student leaves College he normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all his schedules.

It is the responsibility of sophomores and upperclassmen to take the initiative in discussing their entire academic program with their advisers. It is their responsibility to view that program as a meaningful unit rather than as a collection of unrelated courses. As already indicated, the College encourages qualified students to prepare for graduate work, which is becoming a necessity in an increasing number of career fields. It is important for such students to become familiar with the language and other requirements of the graduate



programs in which they are interested. They should know well in advance of graduation what they must do to qualify for fellowships and similar awards to help them financially in graduate school. Above all, they should know how important it is to build a superior undergraduate academic record.

A student wishing to change his major course of study must secure the approval of the department in which he is a major and the one in which he desires to major. Juniors and seniors making such a change should understand that they may be required to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

COURSE UNITS

Academic programs are organized in term course units. A small number of quarter courses are offered in Music and Health and Physical Education. For transfer of credit to other institutions the college recommends the equation of one course with 3.5 semester hours.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The Bachelor of Arts degree will be conferred upon the student who completes satisfactorily the following:

- 1) 35 courses, including four January terms, plus the required freshmen and sophomore program (4 quarter courses) in Health and Physical Education;
- 2) the distribution requirements;
- 3) the concentration requirement in a major field of study, in some fields including a comprehensive examination;
- 4) a minimum grade average of C and an average of C or better in the major field;
- 5) a minimum of the last full year of academic work, including the senior January term, in residence at Gettysburg College or in an approved Gettysburg College program; and
- 6) the discharge of all financial obligations to the college

Students graduating in the classes of 1970, 1971, and 1972 may graduate under either the old or the new distribution requirements, but not a mixture of the two.

Distribution Requirements

Each candidate for the Bachelor of Arts degree must satisfactorily complete the following distribution requirements. Any one may be satisfied, with or without course credit, by students who can qualify for exemption (see page 20). To determine which of a department's courses may be used toward fulfilling a

distribution requirement, see the department's listing under Courses of Instruction. For the designation of January course which may be used for the same purpose, see the January Term Catalogue. Note that some General Education courses may be used toward fulfilling requirements in History, Philosophy, and Religion or Literature. English 101 (English Composition) should be scheduled by students needing additional training in that important skill, but it does not fulfill a distribution requirement.

- 1) Foreign languages: normally 2 to 4 courses. The student must demonstrate achievement equivalent to that attested by completing satisfactory the intermediate (201, 202) courses in French, German, Greek, Latin, Russian, or Spanish. Such achievement may also be demonstrated by an Advanced Placement Examination, a departmental qualifying examination, or successful completion of one 300-level course.
- 2) Religion: 1 course, in addition to any course in that department used in the next requirement.
- 3) History, Philosophy, or Religion: 2 courses, no more than one of which may be in Religion.
- 4) Literature: 2 courses in one or two of the following: English, French, German, Greek, Latin, Russian, or Spanish literature.
- 5) Art, Music, Creative Writing, or Theatre Arts: 1 course.
- 6) Laboratory science in Biology, Chemistry, or Physics: 2 courses in one of these.
- 7) Social Sciences: 2 courses in one or two of the following—Economics, Political Science, Psychology, or Sociology and Anthropology.

Major Requirements

A major field of study consists of from 8 to 12 courses in that field, depending on the department, which may also designate specific courses for its majors to take. Requirements of the various departments are listed in the appropriate introduction under Courses of Instruction.

The following are acceptable major fields of study at Gettysburg College: Art, Biology, Business Administration, Chemistry, Economics, English, French, German, Greek, Health and Physical Education, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Sociology and Anthropology, and Spanish.

Elementary (101–102) courses in English and other languages are not included in computing hours for the major, nor are certain other courses which are designated as excluded.

No later than the beginning of the senior year, and with permission of the major adviser and the head of the other department concerned, a student may select a second major, which will be entered on his record if all the requirements of both departments are met.

A department may require its majors to pass a comprehensive examination.



FRESHMEN PROGRAMS OF STUDY

The schedules of freshmen are prepared after correspondence with the student during the summer preceding enrollment and are reviewed by his adviser before formal registration in the fall. The normal freshmen program consists of four courses in the fall and spring terms, plus the required activities courses in Health and Physical Education, plus one course in the January Term. An advisor may approve exceptions to permit his advisee to take three courses in the fall term and to alter the following guidelines. A freshman should schedule in the fall term courses in at least three of the distribution requirement areas; at least one of these should be either a laboratory science or a foreign language. If he intends to fulfill his language requirement in a language begun in secondary school, he should schedule that language in his freshman year. He should schedule in the fall term of his freshman year a course in a department in which he thinks he might want to major or a course suggested by that department. Freshmen, and others, who need further training in English composition should schedule English 101.

PROGRAMS FOR SOPHOMORES AND UPPERCLASSMEN

Programs for sophomores and upperclassmen are arranged in consultation with their advisors in their majors. Sophomores should complete the required program in Health and Physical Education. It is primarily the responsibility of each student to so arrange his schedule that distribution, concentration, and other degree requirements may be met in the normal four years.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS

The normal college program provides that a student complete graduation requirements in four years of full time academic work in the September through May academic year in residence at Gettysburg College. Students proposing to complete graduation requirements at a time other than May (in the summer, in December, or in January) must have their programs approved by the Academic Standing Committee, through the office of the Dean of Students. Such approval should be sought at least a year before proposed completion of requirements, and preferably earlier.

A full time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January term. No student who is a candidate for a degree may take fewer courses than this without permission of the Dean of the College or the Dean of Students.

The normal student program for the Bachelor of Arts degree consists of 4 courses in the fall and spring terms, and one course in the January term. Consequently in one fall or spring term during his four years residence the student may take three courses and still make normal progress toward graduation; this option need not be exercised. Since it is assumed that the 4-1-4 course schedule will occupy the available time of virtually all students, students may not take additional courses in any term without the approval of the Dean of the College or the Dean of Students, with the following exceptions:

The required activities courses in Health and Physical Education, four quarter courses taken in sequence in the fall and spring terms of the freshmen and sophomore years, are routinely taken in addition to the normal four courses in each of these terms. These courses do not count toward the 35 courses graduation requirement.

Majors in Health and Physical Education may routinely take one additional quarter course in activities in addition to the normal four course load in three terms of their junior and senior years.

Students may routinely take quarter courses in applied music over the four courses limit with the approval of their advisor and of the Music Department.

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college level completed by a student before entrance or on his own after entrance. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the appropriate department. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examinations, (see page 58) or Achievement Tests of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

INDEPENDENT STUDY AND SEMINARS

There are opportunities in most of the departments for students to engage in independent study, research, seminars, and directed reading. These opportunities are primarily for seniors, but juniors are sometimes eligible. With careful planning it is possible for most students to reduce their course load to provide the time necessary for these unusually demanding and stimulating activities. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Instruction.

OFF-CAMPUS STUDY

Washington Semester

Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to engage in a first-hand study of the federal government in action.

During this period these students are brought into direct contact with source materials not generally accessible. They have the opportunity to interview members of Congress and the Supreme Court and officers of the executive departments and agencies concerning policies, procedures, and problems of government. In addition to regular courses, students attend seminars and undertake individual research projects in some major area of interest.

The Washington Semester should be taken either in part of the junior year or at the beginning of the senior year. To qualify, a student must have completed at least one course in Political Science, have an average of B or better, and clearly demonstrate ability to work on his own initiative. Most participants are majoring in Political Science, History, Sociology, and Economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.



Junior Year Abroad

Qualified students may apply for permission to spend their junior year abroad. Arrangements can be made with one of the many regularly organized programs of study in Europe, Latin America, or elsewhere. The Associate Dean of the College maintains a file of information on these programs. During the first term of their sophomore year, interested students should discuss with their advisers how a junior year abroad would relate to their entire academic program. Also, they should discuss with the Associate Dean the procedures by which College approval of a junior year abroad may be obtained.

Seminar in the Culture of Japan

Gettysburg College joins four other colleges (Augustana, Gustavus Adolphus, Muhlenberg, and Wittenberg) and the Board of College Education and Church Vocations of the Lutheran Church in America in sponsoring a summer seminar in which two course credits may be earned. Approximately 25 students and 10 faculty members spend six weeks in Japan and two in Taiwan studying Japanese culture through the combined perspectives of geography, history, art, religion, economics, and political science. Lectures are given by both American and Japanese professors. For two weeks each student works on an independent study project. Scholarship aid is available. For fees and further information, consult the Dean of the College.

India Institute

Bucknell, Dickinson, Franklin and Marshall, Gettysburg, and Wilson jointly sponsor a summer India Institute, in cooperation with the Experiment in International Living, for which two course credits may be earned. In 1969 the emphasis will be on Hindu religion and art. During about seven weeks in India students will use facilities of the University of Mysore and visit sites as far away as Delhi. For fees and further information, consult the Dean of the College.

Asian Studies at the University of Pennsylvania

With permission, superior students with a strong pre-professional interest in Asian Studies may arrange to begin the study of an Asian language during the summer following their junior year at an off-campus language institute, for which government scholarships are available. They may then take their senior year at the University of Pennsylvania doing advanced work in Asian and other studies and transfer the credit toward a Gettysburg degree. Tuition is paid to the University. For further information, consult the Dean of the College.

January Term

Off-campus study opportunities are being planned for both individual study and research, and for group study in this country and abroad.

TEACHER EDUCATION PROGRAMS

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education have received program approval from the Pennsylvania Department of Public Instruction. Because the liberal arts are central to the College's teacher education programs, the Gettysburg student planning to teach must complete a major in an academic department of his choice. He fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education a student is eligible for a Pennsylvania College Provisional Certificate enabling him to teach in the public schools of the Commonwealth.

Secondary Education

Students interested in preparing to teach academic subjects in the secondary schools must complete one or more of the following "approved programs" for secondary certification: Biology, Chemistry, Mathematics, Mathematics and Physics, English, German, Latin, Romance Languages (for certification in either or both French and Spanish), Health and Physical Education, History, Comprehensive Social Studies, History and Government, Political Science, Economics, and Sociology. The student must obtain a copy of the approved program for his area of interest from the chairman of his major department or from the chairman of the Education Department. It is imperative that the student complete an approved program which will, in most cases, closely parallel the requirements in his major. In Comprehensive Social Studies, Mathematics and Physics, and History and Government, early planning of the program is especially necessary.

The student preparing to teach in the secondary schools should schedule Education 101 (or J11) in the junior year. Education 309 (or J39) may be scheduled in the junior or senior year. For the senior year the student, in consultation with his major department, will select either the fall or spring term as his Education Term. The following program constitutes the Education Term:

Education 303 EDUCATIONAL PURPOSES, METHODS AND EDUCATIONAL MEDIA:

SECONDARY

Education 304 TECHNIQUES OF TEACHING AND CURRICULUM OF SECONDARY (BIOLOGY, ENGLISH, ETC.)

Education 403-404 STUDENT TEACHING—SECONDARY

The Education Term provides an opportunity for the student to concentrate on academic subjects in the junior year. It also permits him to devote a term to an integration of theory with actual practice in public school classrooms and to engage in uninterrupted student teaching for the entire day.

The student seeking admission to the secondary education program must make application to the Chairman of the Education Department early in the spring term of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty from each

department having students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his major department. The guidelines for evaluating a student's academic achievement are a cumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, Maryland, and other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and both (1) Education 328 or Psychology 226, and (2) Biology 101, 102 or Health and Physical Education 211.

New York requires, in addition to the above program, completion of at least 4 hours in mathematics, 8 hours in natural sciences, 12 hours in the humanities, and 12 hours in the social sciences. A student desiring certification in science in New York must have a major in one of the three basic sciences and a full year laboratory course in each of the remaining two sciences.

The Department of Public Instruction of Pennsylvania has granted program approval to those secondary certification areas listed as "approved programs."

Students in the program leading to certification in secondary education may not present more than six courses in Education toward the Bachelor of Arts degree.

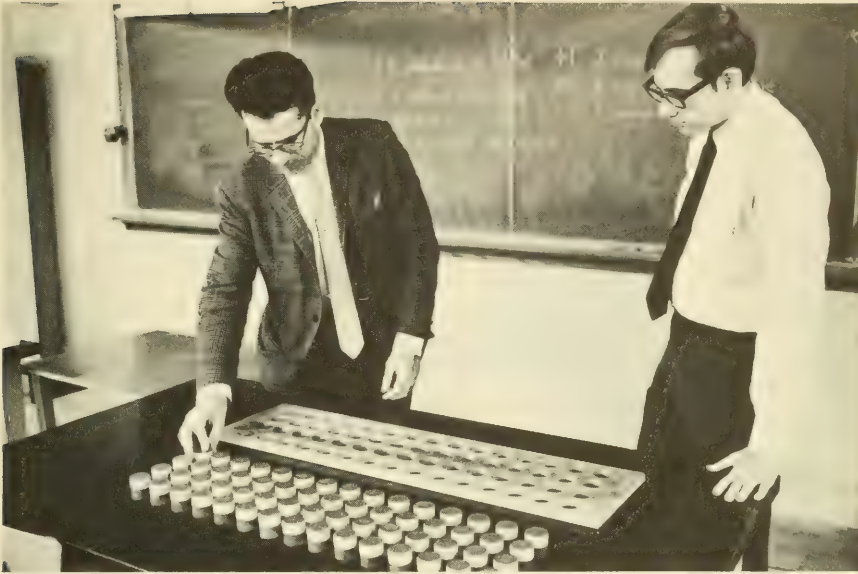
Elementary Education

The elementary education program is distinctive in giving the opportunity to concentrate in the liberal studies and complete an academic major, thus qualifying for the Bachelor of Arts degree. The elementary education student may major in Biology, English, French, German, Spanish, Health and Physical Education, History, Mathematics, Music, Political Science, Psychology, or Sociology.

Students interested in entering the elementary education program should consult with the chairman of the Education Department no later than the fall term of the sophomore year, and preferably earlier, in order to work out a program of study.

The prospective elementary teacher should schedule Psychology 101 or 103 during the freshman year if possible. Education 301 and Mathematics 180 are taken during the sophomore year. Psychology 225 should be scheduled during either the sophomore or junior year. The junior year schedule should include Education 306, J37 and 331.

In either the fall or spring term of the senior year the student must schedule the Education Term. This consists of Student Teaching for nine weeks in a public school near the College. The student is in the elementary school for the entire day. At the end of the nine weeks he completes two courses on campus: Education 309 and 334.



Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of public instruction. Such a reciprocity agreement currently operates among the New England states, New York, New Jersey, Pennsylvania, Maryland, and Delaware.

Students in the program leading to certification in elementary education may not present more than eight courses in Education toward the Bachelor of Arts degree.

Music Education

The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This program requires successful completion of the following:

- 1—35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.
- 2—Two terms of the basic activities quarter courses in Health and Physical Education. These quarter courses are not counted toward the 35–36 courses mentioned above.
- 3—11 courses in Music, as follows:
 - Music Theory
 - Music 141 (Sightsinging and Dictation),
 - Music 202, 251, 302 (Harmony),
 - Music 305 (Orchestration),
 - Music 322 (Form and Analysis),

Music History and Literature

Music J15 (Introduction to Music Literature),

Music 312, 313, 314 (Music History),

Conducting

Music 205 (Choral and Instrumental Conducting).

4—5 courses in Music Education, as follows:

Music J22 (Principles and Procedures of teaching Music in Elementary School),

Music 221 (Junior and Senior High School Methods),

Music 351–352–353 (Student Teaching).

5—Distribution requirements as for the Bachelor of Arts degree:

13 courses maximum.

6—Electives and Certification Requirements:

Education 309 or J39. (Social, Historical, and Comparative Education),

Education 101 or J11 (Educational Psychology),

Speech (any course),

Plus a minimum of 3 other electives.

7—3 to 5 courses (12 to 20 quarter courses) in applied music: These courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in

Major instrument—8 quarter courses,

Piano—Approximately 4 quarter courses,

Voice—2 quarter courses,

Instrumental Techniques—6 quarter courses.

8—The student must participate for four years in an authorized musical group and present a recital in the junior or senior year.

9—The other requirements for the Bachelor of Arts degree (see p. 17) concerning comprehensives, minimum grade average, senior year, and financial obligations.



The student in this program should consult with the Music Department as early as possible in his freshman year to arrange his four year program. In his freshman year he should schedule Music 141, J15, 202; a foreign language; Psychology 101; two courses to fulfill the distribution requirement in History, Philosophy, and Religion; and a literature course. In his sophomore year he should schedule Music 251, 302, and 312; two terms of a laboratory science; at least one course to fill a remaining distribution requirement and complete the foreign language requirement if that has not been done earlier. In his junior year he should schedule Music 305, 205, J22, 313, 314 and 322; Education 101; and complete any remaining distribution requirements. In his senior year he should schedule Speech in the fall term; Education 309 in the fall or J39 in January; and his Education term (Music 221, 351–352–353) in the spring term. In each fall and spring term he should schedule applied music.

PREPROFESSIONAL STUDIES

Premedical Studies

Premedical and Predental students should plan their program of studies carefully with their advisers. A strong program in the sciences is required though a science major is not a strict necessity. These students should take as many electives as possible in the humanities and social sciences. They should register early in the junior year with the Associate Dean of the College, who is chairman of the Premedical Committee.

Prelaw Preparation

The Association of American Law Schools recommends that the student planning a career in law concentrate on developing his capacities to think and express himself clearly, qualities which, it observes, are not the "monopoly of any one subject-matter area, department, or division." No matter what his chosen major might be, the prelaw student will find the chairman of the Political Science Department willing to advise him regarding his undergraduate program and selection of law schools.

COOPERATIVE PROGRAM IN FORESTRY

This program is offered in cooperation with the School of Forestry of Duke University. The student spends three years in residence at Gettysburg and an additional two and one-half years at Duke. Upon successful completion of one year at Duke, he will have earned the Bachelor of Arts degree from Gettysburg College, and upon successfully completing the remaining terms, the Master of Forestry or Master of Science degree from Duke University.

Candidates for the program should indicate to the Admissions Office that they wish to apply for the Forestry curriculum. At the end of the first term of the third year, the College will recommend qualified students for admission



to the Duke School of Forestry. No application need be made to the School of Forestry before that time.

There is no rigid curricular requirement for the three years at Gettysburg College. The student should select his courses each year in consultation with his advisor who is a member of the Biology Department. His program should include Biology 101, 102 and an appropriate mathematics course during the freshman year, Chemistry 101, 102, Economics 101-102 and a foreign language during the sophomore year, and Physics 101 B, 102 B, Biology 215 or 216 or both, a foreign language or English Literature, and art or music during the junior year.

The student devotes the last two years of his program to the professional forestry curriculum of his choice at the Duke School of Forestry.

RESERVE OFFICERS TRAINING CORPS PROGRAMS

Gettysburg College offers its students the opportunity to enroll in the Army or Air Force Reserve Officers Training Corps program. Officers of the two services, assisted by enlisted personnel, conduct academic courses and practical leadership training. Necessary equipment and field trips to Army and Air Force bases support the programs. Students participating in either program may be deferred from induction into military service under the Selective Service Act as long as they maintain satisfactory academic averages and continue to demonstrate potential ability to become commissioned officers.

Gettysburg College has adopted the two year undergraduate Reserve Officers Training Corps Programs in Military Science and Aerospace Studies in accordance with the ROTC Vitalization Act of 1964. Sophomore male students may make application for enrollment in the two-year ROTC programs, and upon successfully completing physical examination, testing, and interviews, must attend a six-weeks field training camp between their sophomore and junior years.

This will be followed by academic instruction during the remaining undergraduate years and, for Army ROTC students, a summer camp of six weeks between the junior and senior years. Any student who has honorably completed two years of military service, if otherwise qualified, may be enrolled in the Advanced Course at the beginning of the junior year.

The cadet is granted remuneration from the date of enrollment until graduation and also receives a tailored uniform which he retains upon being commissioned. Total remuneration, excluding textbooks and uniforms, is approximately \$1,500 for Army ROTC, and \$1,250 for Air Force ROTC. Cadets also receive travel pay to and from summer camps and, when called to active duty as officers after being commissioned, are granted a \$300 uniform allowance.

Graduates may be deferred from call to active duty, if prior to commissioning they indicate an intention to pursue graduate study.

AIR FORCE PROGRAM: This program is designed to develop skills and attitudes vital to the career professional Air Force Officer and to qualify for commissions those college men who desire to serve in the United States Air Force. All qualified senior cadets interested in becoming Air Force pilots participate in the Flight Instruction Program, which includes ground school and 36½ hours of flight training from a civilian contractor near the college. Upon successful completion of the FIP, he may qualify to receive a private pilot's certificate. The student who successfully completes Air Force ROTC requirements is commissioned a Second Lieutenant in the Air Force Reserve upon graduation. If he qualifies, he may enter active duty as a flying officer and train to become an Air Force pilot or navigator. He may serve instead in one of many other specialties depending upon his academic background and personal preference. Distinguished Air Force ROTC graduates are tendered Regular Air Force commissions. Those who enter active duty in a Reserve status may later be selected for a regular commission. Qualified graduates may apply for training leading to advanced degrees. Air Force ROTC graduates electing pilot or navigator training serve on active duty for five years following completion of basic flight training. All other Air Force ROTC graduates serve four years on active duty.

ARMY PROGRAM: The Army ROTC graduate is commissioned in a branch of service determined by his academic background, his individual desires, and the needs of the Army at the time he receives his commission. Cadets who are designated Distinguished Military Graduates are tendered a Regular Army Commission. Special programs are available for students who plan to enter the medical field.

Army ROTC students who are commissioned must agree to serve at least two years on active duty if called and to remain in a Reserve component for an additional four years.



Campus Life

A COLLEGE campus is a community. It is a unique community, for all its members, activities, and facilities are there for the single purpose of promoting the student's liberal education.

The most important aspect of life within the Gettysburg College community centers around the libraries, laboratories, and classrooms, for these are most directly related to the student's intellectual growth. But the other aspects of the community—its living and dining facilities, religious activities, lectures, performing arts program, newspaper and radio station, organizations, and activities—all make their contribution too. For a liberal arts education directly or indirectly involves all phases of man's life, his spiritual, physical, and social life, as well as his intellectual life.

Living within a college community can be a liberalizing experience also if a student accepts the many opportunities to be challenged. He has before him constantly the opportunity to think, to act, to learn. It is for him, the student, that the community exists.

LIVING ACCOMMODATIONS

In a college community an important part of the total education takes place in the residence halls. A student's room is his study. Here the student does much of his class preparation and reading. His room is also a place to relax and rest. A residence hall, however, provides more than facilities for study and rest. Here students are afforded the opportunity to live together and to learn to respect the views of others. Here students talk freely with each other, and in such conversations they can gain experience in expressing their own opinions and in listening to and evaluating the opinions of their contemporaries. Here students learn that there are many views to take of a problem, views that are both enhanced and hindered by their fellow students' personalities, insights, and prejudices. For in a college residence, a student may come to know others whose social and economic backgrounds, talents, and interests are different from his own. Thus he can gain a new perspective on himself through close association with others.

Residence Halls At Gettysburg the majority of the students live in College dormitories, most of which are relatively new and comfortable buildings. Under the guidance of carefully selected student counselors, the residents make every effort to solve their own living problems. It is the College's philosophy that

students should be given maximum opportunity to govern themselves. Each fall the residents of the women's dormitories elect officers who constitute the House Council. This Council, acting as a judicial board within each residential unit, takes care of all but major problems or violations. Counselors work closely with the House Council in resolving dorm problems, and in planning improvements and activities. The residents of the men's halls also work with the counselors to solve problems, suggest improvements, and plan activities.

Fraternity Houses On and surrounding the Gettysburg College campus there are fourteen fraternity houses for upperclass members. These houses provide living, study, and eating facilities for the members of each social group. Each house has a housemother, who acts as a hostess for the house and as a chaperon at dinner parties and social affairs.

Rooms All women in the campus community are expected to live in a college residence hall unless they have special permission from the Dean of Students. In the junior and senior years, some men students live in rooms off campus with the approval of the Dean of Men.

DINING ACCOMMODATIONS

All freshman men and women students, except those living at home, take their meals in the College Dining Hall. Following fraternity "rushing", and thereafter, fraternity pledges and members eat their meals in fraternity houses. Juniors and seniors may take their meals in the dining hall or elsewhere. The Dining Hall is an air-conditioned one-story brick building, which can accommodate 750 people at one sitting. Breakfast and lunch are served cafeteria style; dinners are served family style on Sundays.

RELIGIOUS LIFE

One of the principal objectives of Gettysburg College is to provide students with an opportunity to grow in their understanding of their own religious tradition, and that of others. The student's encounter with religious concepts different from his own may be an unsettling experience. These ideas should not destroy his faith, but provide him with an opportunity to think about convictions and commitments he may previously have taken for granted. The integration of the knowledge which reason provides and the knowledge to which faith bears witness is a part of the work of the College years. The goal is a maturity of both faith and reason and a style of life reflective of this wholeness.

Opportunities for corporate worship are provided in the College Chapel and in the churches of the local community. Services are held in Christ Chapel each Sunday and at various times during the week, and are led by the Chaplain, student and faculty assistants, and the Chapel Choir. The Chapel, which seats 1,250, also houses the Chaplain's office and work and discussion rooms. It is open for meditation and prayer until late evening.



Ministers and priests in the community also participate in serving the students, and some of the denominations have student groups which meet weekly for study and fellowship.

The Chapel Council Representatives of the classes and of denominational groups meet weekly to administer a wide-ranging program expressive of religious concern and to counsel the Chaplain concerning corporate worship. The Council conducts the *College Town Tutorial Program* which provides tutors at three local schools, offers recreational and study hall programs in the black community, and operates a study and recreation program in the migrant camps. The *Knoxville Exchange* provides two one-week opportunities for Gettysburg students to live in a predominantly black academic community. The *Council's Fall and Spring Lecture Series* bring to the campus eminent speakers who discuss matters of pressing concern, generally from the Christian perspective. During both the fall and spring terms the Council presents its *Seminars* on Love and Marriage, staffed by faculty members and the Chaplain.

Communities of Risk are groups of ten students and a resource person committed to an exploration of the Christian style of being human. Each COR group spends one overnight a week for a term using facilities rented for this process at 61-63 Stevens St.

The Council also operates a campus study-discussion area, *The In*, which becomes a coffee house on Saturday evenings. It is responsible for the "Deacons," a group of students who prepare and lead worship services; the World University Service drive; *Junto*, a monthly journal of opinion; and field trips to centers of creative religious activity. Such opportunities for worship, study, service, and fellowship provide a context for growth toward maturity in religious concern and experience.

STUDENT GOVERNMENT

A vital part of any community is, of course, its government. The students of Gettysburg College are proud of the provisions for self-government which exist on the campus—a condition which reflects the faculty's and administration's belief in democratic action and in the maturity of students. A liberal arts education should help develop a person's critical sense, his ability to reason and to think for himself, and his ability to make wise decisions. One important application of this education is self-government, which gives the student an opportunity to express opinions, to initiate action, and to practice being a good citizen of a community. A liberal education must help produce responsible citizens; self-government in a college community provides a practice ground. Gettysburg students have responded positively to this philosophy, and student government plays a vital and increasing role in the life of the campus community.

It is important that each member of the college community accept his responsibility. At Gettysburg students participate by exercising their right to vote for class officers, Student Senate executive officers, Honor Commission members, and other delegates; they voice opinions and submit constructive criticisms in appropriate ways; they support and participate in student affairs. Students also take part as voting members of the Faculty Student Affairs Committee, and are represented on several other faculty committees.

Student Senate

The Student Senate, the principal unit in student government at Gettysburg College, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in forming school policies and works to promote cooperation among administration, faculty, and students. Members of the Senate also work with the College administration in planning improvements in the area of student life, and designate student representatives to attend faculty meetings. The Senate conducts class elections, nominates candidates for outstanding achievement awards, and plans and coordinates such campus activities as Father's Day, Mother's Day, and Homecoming.

The Student Senate is a representative body. The president, vice president, secretary, and treasurer are selected through campus-wide elections. Other voting members of the Senate are the presidents and two representatives from each of the four classes, the chairman of the Honor Commission, the chairman of the Student Union Board, the president of the Interfraternity Council, the president of the Panhellenic Council, the president of the Women's Student Government Council, and the moderator of the Chapel Council. Nonvoting members, who represent various campus organizations, attend Senate meetings, act as links of communication between their groups and the Senate, and take part in discussions. Although certain designated representatives are expected to attend Senate meetings, all Student Senate meetings are open to any student who wishes to attend, to present ideas, and to participate in discussions.

One of the important functions of the Student Senate is to allocate funds from the Student Chest to student organizations on campus. The fee for this fund is included in the comprehensive fee.

The Student Senate also has over-all responsibility for such other functions of student government as the Honor Commission and the Student Conduct Board.

The Honor Commission The Honor Commission, a board of nine students, and faculty advisers, promotes and enforces the academic honor system at Gettysburg College. The nine students, who must first meet certain qualifications, are elected by the student body. All reported honor code violations are tried before this Commission. Any student convicted of a violation may appeal his case to an Appeals Board.

The Student Conduct Board This committee handles disciplinary cases within the student body, including all individual or group violations of College rules and civil laws. The Board is composed of the president of Student Senate, representatives from the Women's Student Government Council, Interfraternity Council, and Panhellenic Council, and six other students, who have met certain qualifications, elected by the Student Senate. Decisions of the Student Conduct Board are reviewed by a student-faculty-administrative Review Board, whose action is final in all cases. The essential elements of "due process" are included in the procedures of both Boards. Student Conduct Board members also make recommendations to the College administration concerning College rules and regulations.

Women's Student Government Council Every undergraduate woman is a member of the Women's Student Government Association. Each spring the women elect class representatives to the Women's Student Government Council, the executive body of the association. This Council establishes and aids in the implementation of the residence hall social regulations of the women students.



A variety of campus activities is sponsored by WSGC. Its most important function, however, is that of a sounding board for student concern in all areas. The president of each residence unit is a member of WSGC and, along with her Council, serves as a means of direct communication between WSGC and dorm government.

Interfraternity Council

The responsibility for governing the fraternity system of Gettysburg College is assumed by the Interfraternity Council, an organization composed of one representative and one alternate from each social fraternity. This Council formulates and administers general policies by which all the fraternities on campus abide. It also serves as a representative of the social fraternal groups to the student body, the College, and the community. During the school year it sponsors campus activities such as the IFC Ball and IFC Weekend.

Panhellenic Council

The responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, on which each social sorority is represented by an alumna and two student representatives. This Council establishes and enforces the "rushing" regulations and functions as a governing body in all matters involving sororities and intersorority relations.

CULTURAL ACTIVITIES

Lectures

The members of a college community must constantly be aware that they are living in an active, changing world, a world teeming with new ideas and new discoveries. Also, they must not forget that this world is one which has been shaped and influenced by the past. Through its lecture program, which complements classroom study, the College brings to the campus each year well-known scholars, and outstanding figures in public life. In this way, the College extends the student's view beyond the confines of the College community.

In addition to the general lecture series sponsored by the College, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. The lectures are dedicated to the memory of Dr. Robert Fortenbaugh (1913), who served the College for thirty-three years as Chairman of the Department of History. Each year since 1962 an authority on the Civil War period has lectured on some phase of American life a century ago. These lectures, presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address, are open to the public.



Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture on some phase of sociology from the standpoint of Christian ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College for the establishment of a lectureship on the claims of the gospel ministry on college men. The main object of this foundation is "to keep before the students of the College the demand for men of the Christian ministry and the conditions of the age qualifying that demand."

John B. Zinn Seminars These seminars have been established by the Chemistry Department in honor of John B. Zinn (1909), Professor of Chemistry, Emeritus. Men of outstanding ability in the field of Chemistry are invited to present seminars on topics of current interest to the students, faculty, and invited guests.

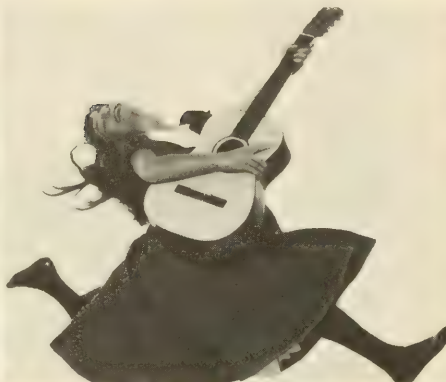
Performing Arts

In a college community the performing arts have a significant place, for they offer an unusual opportunity for thought, learning, and expression to occur at one and the same time. By sponsoring student organizations and

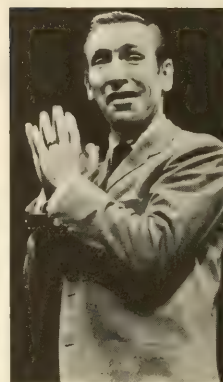
ALAN LOMAX



Ballet America



PHILIP HANSON



SUZUSHI HA



1968-69 Calendar of Cultural Events

- | | |
|----------------|--|
| September 15 | Performing Arts Film Series. "Juliet of the Spirits" |
| September 20 | Senator Thruston Morton, Speaker. "The Case for the Republicans" |
| September 22 | Dr. Roger Gobbel, Guest Preacher |
| September 29 | Performing Arts Film Series. "Intolerance" |
| October 6 | Performing Arts Film Series. "The Last Laugh" |
| October 10 | Dr. Carey Moore. "Present Day Israel—Something Old, Something New" |
| October 11 | Dr. Harlan Hatcher. Fall Honors Day Speaker |
| October 12 | Broadway Production. "The Battle of the Sexes" |
| October 17 | Community Concert. Jean-Paul Sevilla, Pianist |
| October 17-18 | Chapel Council Fall Lecture Series. Jon Van Til, Dr. Sidney Hook, Dr. Glenn Davidson, Speakers |
| October 20 | Performing Arts Film Series. "The Passion of Joan of Arc" |
| October 21 | Senator Fred Harris, Speaker. "The Case for the Democrats" |
| October 24-26 | Student Musical. "Threepenny Opera" |
| October 27 | Reformation Sunday Guest Preacher, Dr. Dwight Putman |
| November 8 | Indian Music featuring Ram Narayan |
| November 8 | Dr. Willy Ley. "Space Science and U.F.O.s." |
| November 10 | Performing Arts Film Series. "Le Million" |
| November 14-15 | Maxwell Goldberg. Danforth Lecturer |
| November 15 | Turnau Opera Troup. "La Boheme" |
| November 17 | Performing Arts Film Series. "The Informer" |
| November 19 | T. Harry Williams. Fortenbaugh Memorial Lecturer |
| November 24 | Gettysburg College Orchestra Concert |
| December 8-12 | One Acts by Owl and Nightingale Players |
| December 11 | London Grafica Art Exhibit |
| December 12 | SAI Musical |
| December 14-15 | Gettysburg College Choirs Concert |

NAU OPERA



NEW ART PERCUSSION PLAYERS



BATTLE
OF THE SEXES



RAM NARAYAN



- | | |
|-------------|--|
| January 17 | Community Concert. Orchestra Michaelangelo |
| February 2 | Performing Arts Film Series. "Shoot The Piano Player" |
| February 16 | Waterloo Lutheran University Choir Concert |
| February 16 | Performing Arts Film Series. "The Entertainer" |
| February 23 | Performing Arts Film Series. "The Servant" |
| February 23 | Ballet America |
| February 28 | Student Senate Awareness Week |
| March 5 | New Art Percussion Players |
| March 9 | Performing Arts Film Series. "Throne of Blood" |
| March 13-15 | Owl and Nightingale Play. "Marat/Sade" |
| March 14 | Alan Lomax. Performing Arts Festival Lecturer |
| March 16 | Gettysburg College Orchestra Concert, music by H. Owen Reed, Artist-in-Residence |
| March 18 | Gettysburg College Band Concert, music by H. Owen Reed |
| March 19 | Tom Paxton. Folk Singer |
| March 30 | Palm Sunday Guest Preacher. Dr. Edward Steimle |
| March 30 | Performing Arts Film Series. "Alexander Nevsky" |
| April 9 | Bell Lecturer. The Rev. John A. Jorgenson |
| April 10 | Community Concert. Amanda Ambrose |
| April 11 | Japanese Classical Dancer. Suzushi Hanayagi |
| April 12 | Yale U. Jazz Orchestra Concert |
| April 13 | Performing Arts Film Series. "Sullivan's Travels" |
| April 17 | SAI Musical |
| April 20 | Chapel Choir Concert. |
| April 20 | Performing Arts Film Series. "La Atalante" |
| April 24-25 | Danforth Lecturer. Sumner N. Levine. |
| April 25 | Philip Hanson. "Edgar Allan Poe: His Stories and Poems" |
| April 27 | Performing Arts Film Series. "Forbidden Games" |
| April 27 | Gettysburg College Band Concert |
| May 1-2 | Phi Beta Kappa Lecture: Otto Luening |
| May 8-10 | Owl and Nightingale Play |
| May 9 | Spring Honors Day |

departmental programs, the College encourages students to participate in various performing arts and provides an opportunity for those with special talent to develop that talent and to share it with others. The College also brings to the campus each year performances in dance, drama, vocal and instrumental music by recognized professional groups and individuals.

The Gettysburg College Choir The Gettysburg College Choir has received international recognition. This choir of approximately sixty men and women appears at special services and gives concerts on campus. Each year it makes a twelve-day concert tour, presenting concerts in churches and schools. Auditions are held at the beginning of each school year at which time members are selected for voice quality, trueness of ear, musical feeling, and general musical intelligence.

Chapel Choir The Chapel Choir performs at chapel services and at special services and concerts during the year. The members of this choir are also selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Bands Auditions for College bands are held each September, acceptance being based upon instrumental achievement in tone, technique, and musicianship. The Concert Band performs at College convocations and in the Christmas program, presents concerts, and makes an annual concert tour. The Marching Band performs at football games, rallies and parades, and hosts an annual High School Band Day.

Orchestra The Gettysburg College Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Established in 1914, Owl and Nightingale each year offers four major productions under the Director of Drama. The program is a varied one, with works drawn from classical, contemporary, avant garde, and musical theatre presented annually. In addition to the major productions, the Players also offer a Laboratory Theatre which produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights. In both major and laboratory productions students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, costuming, and publicity. Casts for all productions are chosen by open tryouts, and newcomers are almost always to be found alongside veteran performers.

Modern Dance Group Included in the performing arts program is the Modern Dance Group which, through workshops and performances, encourages students to participate in dance and to see modern dance performed.



STUDENT COMMUNICATION MEDIA

Every community needs means of keeping its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but they also offer them an opportunity to express their ideas effectively and to learn the practical aspects of working with newspapers, radio stations, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students, who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The campus literary magazine is published three times a year. The poems, short stories, essays, and illustrations published in *The Mercury* are contributed mostly by students, although faculty members also make contributions. The editorial staff of students encourages creative writing within the campus community.

The Gettysburg Review A biannual scholarly journal fashioned after the academic quarterly reviews, *The Gettysburg Review* is the major concern of the Academic Publishing Board, a group of students interested in publishing student academic work of outstanding merit for the benefit of the College community. The activities of this Board are sponsored by the Student Senate.

The Spectrum The College yearbook records many phases of College life. Like the other publications, it is staffed entirely by students. *The Spectrum* offers opportunities for students interested in feature and sports writing, editing, layout, photography, typing, and advertising. A copy is distributed to students in the spring each year.

WWGC The College radio station is the voice of the campus. Student managed and staffed, it broadcasts a variety of programs throughout each week from its fully equipped studios in the Student Union Building. WWGC is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising.

Debate Council The forensic arts under the supervision of the Debate Council, which is composed of the varsity debating squad, the debate manager, and the coach. This organization arranges a schedule with a number of colleges for contests in debate. A special duty of the Council is to arrange an extended tour every year for the varsity team. Membership in the debating team is determined by a system of competitive tryouts, for which all students are eligible.

STUDENT ORGANIZATIONS AND ACTIVITIES

Honorary Organizations

A college community is primarily a community of scholars who pursue the goals of a liberal education and develop proficiency in a particular field of interest. In such a community, all scholars are honored but especially those who have achieved high academic performance. An honorary society, as the term implies, honors scholars, and membership in it also carries honor. These societies, some national and some local, have been established to recognize individual scholastic achievement and to motivate students to achieve academic excellence. Although honorary organizations differ in their requirements for membership, most require academic competence in general plus academic excellence in one particular field.

Phi Beta Kappa

Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is the highest academic honorary fraternity. Normally not over ten per cent of the senior class may be elected to membership each year. Candidates for Phi Beta Kappa must be candidates for the Bachelor of Arts degree. These

candidates must show promise of both intellectual and moral leadership. They must evidence a broad general culture as well as possess a distinguished academic record. Gettysburg College faculty members who belong to Phi Beta Kappa elect students to the Gettysburg chapter.

Departmental, Professional and Honorary Societies

Within the College community each student should be able to find one activity which interests him. By participating in certain chosen activities, a student is able to develop and express talent, and to practice working with members of a group to achieve a common goal.

Alpha Phi Omega: service fraternity

Alpha Psi Omega: national society for dramatic students

Arnold Air Society: a military society for students excelling in Air Force ROTC

Beta Beta Beta: a society for students of Biology

Caucus Club: organization to stimulate interest in government and political activity

Delta Phi Alpha: A German language society

Eta Sigma Phi: an undergraduate fraternity for students of the classics

French Club

Lt. Charles Fite Company, Association of the United States Army: military society for students in Army ROTC

Music Educators' National Conference: organization for future music educators

Phi Alpha Theta: fraternity for majors in History

Phi Mu Alpha: men's music fraternity

Phi Sigma: a society for students of Philosophy

Phi Sigma Iota: society for students of the Romance Languages

Physical Education Majors Club

Pi Delta Epsilon: journalistic society

Pi Lambda Sigma: fraternity for majors in Political Science and Economics

Psi Chi: organization for students in Psychology

Sceptical Chymists: an organization of students in Chemistry

Sigma Alpha Iota: Women's Music fraternity

Sociology Club

Spanish Club

Student Physics Society: Student Section of the Professional Society, affiliated with the American Institute of Physics: open to all students interested in Physics

Women's Athletic Association



Student Union Building

Many campus activities take place in the Student Union Building, commonly known as the SUB. This building fills such a variety of needs that almost every member of the campus community visits it several times during a week.

On the first floor of the SUB is a snack shop and cafeteria, the Bullet Hole. In one wing is an auditorium which serves a variety of purposes. As an auditorium, with a seating capacity of 2,000, it is used for assemblies, plays, concerts, and movies. With the chairs removed, it may be used as a ballroom. Also located on the first floor is the College Bookstore, where students may buy their textbooks, school supplies, and notions. On this floor, too, is a United States Post Office Substation, where students receive their mail in individual post office boxes. On both the first and second floors are student lounges and offices for the student communication media.

On the second floor of the building are the offices of Student Senate and meeting rooms where student organizations meet. Just off the second floor lounge are soundproof listening rooms, study rooms, and a television room.

Within the Student Union Building there are many recreational facilities such as a bowling alley equipped with automatic pin setters, a swimming pool with spectator bleachers and locker rooms for men and women, a game room, a card room, and ping pong tables.

The activities which take place within the SUB are coordinated by a Student Union Board, composed of nine students, a faculty adviser, and the Director of the Student Union Building. Its committees plan, coordinate, and publicize activities and facilities. Some of the responsibilities of the Board include offering a film series which brings to the campus outstanding foreign and domestic films, planning social events, improving facilities, publicizing all events which

take place within the building, publishing a guide book which acquaints new students with the facilities available to them in the SUB, and providing hostesses and guides to conferences which meet within the Student Union Building.

Social Fraternities and Sororities

On the Gettysburg College campus there are fourteen men's social fraternities and seven women's social fraternities, generally called sororities. All but one of these groups are nationally affiliated. These fraternal groups extend invitations for membership after a "rushing" period which takes place about the middle of the academic year. The fraternities are social in nature and provide an opportunity for members of the campus community to live in close association with other members of a group who have common ideals and who have pledged a common loyalty. About sixty per cent of the men and women students are affiliated with fraternities. Each of these groups recognizes that the primary purpose of the College is academic. Thus, each fraternal group encourages scholarship and sets certain academic standards for initiation.

Women's Fraternities and Sororities

Alpha Delta Pi	Chi Omega	Phi Mu
Alpha Xi Delta	Delta Gamma	Sigma Kappa
	Gamma Phi Beta	

Men's Fraternities

Alpha Chi Rho	Phi Gamma Delta	Sigma Chi
Alpha Tau Omega	Phi Kappa Psi	Sigma Nu
Kappa Delta Rho	Phi Sigma Kappa	Tau Kappa Epsilon
Lambda Chi Alpha	Rho Beta	Theta Chi
Phi Delta Theta	Sigma Alpha Epsilon	

ATHLETICS

Since ancient Greece, liberal arts educators have recognized the importance of sports and planned physical recreation, for they have realized that students should develop fit bodies as well as keen minds. On the Gettysburg College campus there is an extensive program of intercollegiate and intramural athletics for both men and women. It is therefore possible for all students of the College community to participate in some supervised sport. For those who display outstanding athletic skills there are the varsity teams. For others there is the opportunity to participate in the intramural program for which competitive teams are organized from the fraternities, sororities, and non-fraternity groups. Students are admitted to all athletic contests on campus by showing their College identification card.



Intercollegiate Athletics

Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Middle Atlantic States Athletic Conference.

The intercollegiate program for men includes football, soccer, cross country, basketball, wrestling, swimming, baseball, track, tennis, golf, lacrosse, and rifle teams.

The program of intercollegiate athletics for women includes field hockey, basketball, and tennis.

The cheerleaders and the Varsity G-Club support the athletic program of the college.

Intramural Athletics

The men's intramural program is organized by the Health and Physical Education Department. Student representatives help plan and promote the program, which includes twelve activities: touch football, soccer, cross country, basketball, volleyball, swimming, bowling, table tennis, chess, badminton, tennis, and softball.

The intramural program for women is conducted by the Director of Women's Physical Education and her staff, with the assistance of representatives from the Women's Athletic Association, an organization which includes all women students. Like the men's intramural program, the women's intramural program endeavors to maintain interest in sports and to promote good sportsmanship. Basketball, volleyball, swimming, bowling, table tennis, badminton, and tennis are the planned athletic contests.

STUDENT SERVICES

Student Health Service

Since continuity of medical information is of value to a student away from home, a complete physical examination before entering College is required. The report of this examination is kept confidential and remains on file at the Student Health Service. It should include a record of allergies, especially to drugs; a history of injuries, especially those affecting the joints; all chronic diseases; and a physician's opinion in regard to restriction of activities.

The College maintains a Health Service for the benefit of all students. An agency of this service is a well-equipped College Infirmary. The Infirmary has twelve double rooms for in-patients, a two-bed isolation room, a kitchen, and treatment, examining, and consultation rooms, plus nurses' quarters. A staff of registered nurses and two physicians provide twenty-four-hour service during the school year for those students requiring medical attention.

The College Health Service provides treatment in the Infirmary of minor medical ailments contracted while the student is at the College, routine care of chronic illnesses, and treatment of minor injuries. Simple drugs and dressings are provided by the College; other medication, not in stock, is at the student's expense. Students with major illnesses or injuries are referred to specialists or are admitted to the local hospital.

Routine laboratory tests, periodic follow-up examinations recommended by family physicians, and physical examinations for athletic activities are performed in the Infirmary. Some forms of physiotherapy are available in the Infirmary or, if advised by the College Physician, in the Physical Education Department. The Physician recommends consultation with specialists, X rays, and major laboratory tests when needed to establish diagnosis. The cost of X rays and other diagnostic procedures and physiotherapy treatments prescribed by the College Physician is borne by the student.

Parents or guardians of students admitted to the College Infirmary will receive a notification of this admission. In case of more serious illness or accident the family will be informed by telephone.

Counseling and Guidance Services

Each incoming student is assigned to a member of the faculty who acts as his adviser concerning course planning and other academic matters. When a student chooses a major, he is assigned an adviser in the department of his major who will assist him in such matters as course selection, career planning, and preparation for graduate school.

Guidance Services, under the general direction of the Dean of Students, are supervised by the Director of Guidance Services, who complements and supplements the work of the faculty advisers. He helps to provide informal educational experiences for students through counseling, group discussions, seminars, and other means. He also maintains a particularly close and continuing contact

with freshmen on an individual basis in order to supplement their orientation to higher education.

The College provides professional help for students in matters of emotional stress and personal adjustment. The Counseling Psychologist and a part-time consulting psychiatrist are available to help students with emotional problems. Students may seek this service voluntarily, or they may be referred to it by advisers or other faculty members.

Placement

Life for students in a college community is only a temporary one, for students look forward to entering a graduate or professional school, or to beginning a career immediately after graduation. The College attempts to assist its students in making this transition. Through placement bureaus and faculty advisers the College helps students find suitable jobs or continue their formal studies.

Teacher Placement The College maintains a free Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating properly qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

College Placement The College operates a general placement service for its students and alumni. The Director of Placement arranges for employment personnel of many business and government organizations to meet students for personal interviews. In the Placement Office there is a library of material on career possibilities. Students who wish aid in securing placement should register with the Director of Placement early in their senior year.

Departmental Placement The administration and major advisers informally assist students in securing employment or placement in graduate school. The Director of Guidance Services has a wide selection of graduate school catalogues for student reference. Three times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school.

STUDENT CONDUCT

Every community has certain regulations and traditions which each member is expected to abide by and uphold. A college community is no exception. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education. Consequently, the student who fails to support the objectives of the Gettysburg College community forfeits his right to continued membership in it. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose

attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he has paid.

At the beginning of each school year the Dean of Students issues an official *Summary of Regulations*, a statement of many of the academic and social rules in effect in the College. Since each student is responsible for observing these rules, each should become thoroughly familiar with this statement. Violations of social and conduct regulations are normally handled by the Student Conduct Board.

Before a student decides to apply for entrance into Gettysburg College, he should be aware of some of these rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Students.

Alcoholic Beverages

The possession or use of alcoholic beverages on College property, including fraternity houses, or at College functions is prohibited.

Automobiles

Neither freshmen nor sophomores are permitted to have automobiles on the campus or in the community of Gettysburg. Students who are permitted to have automobiles are required to register them with the Dean of Men and obey the regulations governing their use. Students receiving financial aid are normally not permitted to have automobiles on campus.

Student Marriages

Any student under the age of twenty-one who plans to marry must, at least two weeks before the marriage, satisfy the Dean of Students that the parents or guardians of both parties have consented to the marriage. Prior to the marriage students receiving financial aid must consult with the Director of Financial Aid concerning possible continuation of aid.

FACILITIES

The Gettysburg College campus dates back to the construction of Pennsylvania Hall (Old Dorm) in 1837. The present 175 acre campus includes 40 buildings providing excellent facilities suitable for a modern academic community. Through the years the college has been able to count on the loyalty and support of its alumni and the generous assistance of individual donors, churches, foundations, and the Women's League of Gettysburg College.

Libraries

Schmucker Memorial Library, built in 1929 and remodeled and enlarged in 1961, is the College center of academic life. With 175,000 volumes, including



state and federal documents, the library also receives more than 1,000 current periodicals and maintains active pamphlet files.

The audio-visual department contains a collection of more than 4,200 recordings on open shelves for general circulation, and a growing file of microcards, microfilms, slides, filmstrips, and tape recordings with corresponding equipment for viewing and listening. A collection of audio-visual equipment is available for classroom use.

The American Civil War Library, including primary source material not available elsewhere, is the largest special collection. Other such collections include the Zimmerman Library of general literature, history, and biography; the Stuckenberg map collection; the Arensberg Collection of works on Napoleon; the Parkin Collection on World War I; the Warthen Library of eighteenth-century literature; the Dinges Collection of Menckiana; a documentary collection of the military history of World War II; and a growing collection of works on Non-Western cultures to undergird the extensive Kramer-Hampshire Oriental Art Collection of jades, ivories, semiprecious gem stones, porcelains, paintings, rugs, and textiles housed in the library. Dr. and Mrs. Chester North Frazier have increased the Oriental Collections substantially. Another notable special collection, presented as a memorial to his parents, is the 1600-volume private library of Thomas Yost Cooper, to be continued through income from the bequest of his estate received in 1967.

Individual study carrels in the open-shelf areas, as well as in the restricted stack areas, complement large and small reading rooms located on three floors. These facilities can accommodate six hundred fifty readers.

Chemistry and physics departmental libraries are housed near their respective laboratories. The Classics Seminar Room contains a small-collection on permanent loan.

Academic Classrooms, Laboratories

The major classroom building at Gettysburg is Glatfelter Hall, an imposing stone building erected in 1888 and distinguished by its tall clock tower. McKnight Hall, dating to 1898, is the center for modern language study with a fully equipped language laboratory. Additional language facilities are housed in the Classics Building. Weidensall and Stahley Halls, built in the 1920's, provide classrooms and offices for several academic departments. Brua Hall, constructed as a chapel in 1890, now serves the Music Department with studios, classrooms, and a recital hall. The Aerospace Studies and the Military Science Departments are housed in the West Building.

Breidenbaugh Science Hall, built in 1927, contains the lecture halls, classrooms, and laboratories of the Chemistry Department. Similar facilities for Physics were provided in 1961 with the completion of Masters Hall, which received the addition of the Hatter Planetarium in 1965. McCreary Hall, opened in 1969, provides modern facilities for the departments of Biology, Psychology, and Sociology and Anthropology.

Computer, Observatory

The Computer Center is located in a separately air-conditioned area in Glatfelter Hall. The Center contains an IBM 1130 computer system consisting of a three-disk central processing unit, a card read-punch, a line printer, a 30 inch plotter, a card sorter, and card punches.

The Computer Center was established to meet the ever increasing demands in education and research. The center may be used by any student or faculty member, although priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.



The observatory, located at the north-west corner of the campus, houses a sixteen inch Cassegrain telescope on an asymmetrical three-quarter ton, equatorial mounting. Qualified students have the opportunity to pursue special studies in areas such as photoelectric photometry, astronomical photography, and astrometry. The principal research program is in the study of variable stars.

Athletic Facilities

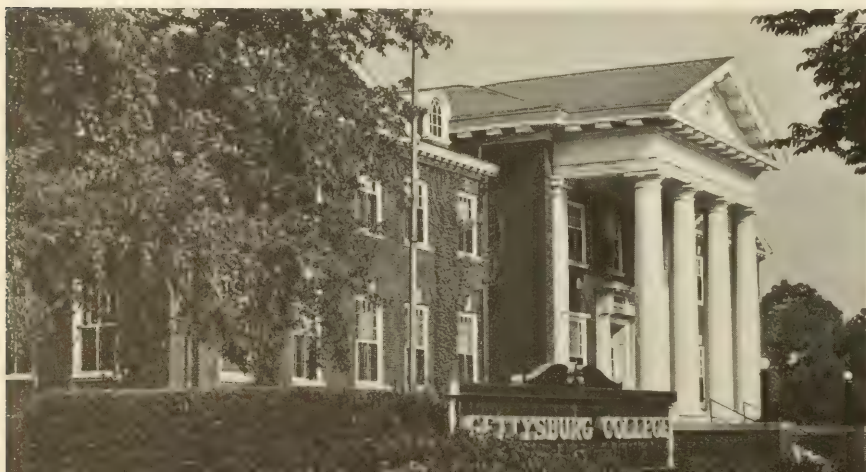
Eddie Plank Memorial Gymnasium includes facilities for the women's athletic program. The Henry T. Bream Physical Education Building, which is the center for the men's athletic program, provides a large court for the playing of all indoor sports and seating for 3,000 spectators. These structures were built in 1927 and 1962 respectively.

There are three athletic fields: a new combination field for football and track in Musselman Stadium; the Baseball Field located near the stadium; and an Intramural Field, which contains tennis courts, and soccer, softball, football, and hockey fields.

Administrative Offices

The President of the College, the Personnel Deans, and the Registrar have their offices in Glatfelter Hall. The Dean of the College and the Admissions Office occupy The White House, an historic campus structure built in 1860 as the College President's residence. The Business Office is centrally located on campus in a small stone building. Eddie Plank Memorial Gymnasium includes facilities for the Office for Development, the Publicity Office, the Alumni Office, the Guidance Office and the Financial Aid and Placement Office. The Administrative Offices will be moved to Pennsylvania Hall (Old Dorm) when renovation is completed.

300 Carlisle Street, formerly used as the on-campus residence of the President of the College, has been renovated to provide office facilities for former President of the United States Dwight D. Eisenhower. A new Residence for the President of the College was constructed on campus in 1967.





Living and Dining Facilities

All women's residence halls, with the exception of several cottages, are grouped together on the northeast corner of the campus. Hanson, Huber, Emma G. Musselman, and Patrick Halls form a quadrangle. Stevens Hall lies to the south of Huber Hall. Each of these units has attractive rooms for its residents, lounges and recreational rooms, and an apartment for the head resident. Three cottages are located near the Student Union Building, adjacent to the Dining Hall.

There are four residence halls for men. Stine, Rice, and Paul Halls form three sides of a quadrangle which includes Breidenbaugh Science Hall. Apple Hall is located west of the Student Union Building. Each of these dormitories provides residents with double rooms, a lounge, and tiled baths. All College residence halls have been erected since 1950, except for Huber Hall (1917) and Stevens Hall (1868). Christ Chapel, the College Dining Hall, the Student Union Building, and Sieber-Fisher Infirmary are located near the living area on campus, and were constructed in 1953, 1958, 1959, and 1960 respectively.



Admission

ADMISSION POLICY

GETTYSBURG COLLEGE students come from a variety of backgrounds and secondary school programs. Gettysburg has a special interest in maintaining and broadening this variety. Consequently, the college welcomes applications from students from differing ethnic, religious, racial, economic, and geographic settings. The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the college community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission to the College is keen, the Admissions Staff is obliged to give careful consideration to each application. Its decision is based on three categories of evidence described below. The College must be satisfied of the student's strength in all three areas.

Evidence of high academic attainment as indicated by the secondary school record

The College requires no fixed number of secondary school units for admission. It assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all applicants. One of the Achievement Tests must be in English Composition and the other two in subjects unrelated to each other. The tests may be taken as early as March of the junior year and no later than January of the senior year. Test results will be used in the admissions decision and in placement in College courses.



Evidence of personal qualities

The College seeks evidence that the applicant is a person of good moral character and social habits enabling him to contribute to the success of the College community. Such contributions should be appropriate to his talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

ADMISSION PROCEDURE

The student interested in Gettysburg College should submit an application during the fall of his senior year and no later than February 15. A non-refundable fee of \$10 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is likely to be very helpful to the applicant. A student considering a major in Art, Music, or Physical Education should make his interest known

when requesting an interview so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

OFFERS OF ACCEPTANCE

The Early Decision Plan

The student with an excellent record through the junior year of secondary school, who has decided on Gettysburg College as the college of his first choice, may submit an application for Early Decision acceptance. This must be his only application and must be received by November 15 of the senior year. Notification of the decision on admission will be made during the first week in December. Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance.

The Early Decision applicant must take the Scholastic Aptitude Test and three Achievement Tests no later than July following the junior year. Students submitting applications for Early Decision who are not offered acceptance will be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.





The Regular Decision Plan

To be assured of maximum consideration, students should present applications by February 15. Most offers of acceptance will be announced by April 1 after the receipt of November, December or January Scholastic Aptitude Test and Achievement Test results and senior first-semester grades. College Entrance Examination Board Tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his decision and pay his advance fee.

A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn his secondary school diploma.

ADMISSION WITH ADVANCED CREDIT AND PLACEMENT

Students who have taken college level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement tests of the College Entrance Examination Board. The student earning a score of 3 or higher on these tests may be given advanced credit

or placement on the recommendation of the chairman of the department concerned after review of the test paper. Students who have completed advanced level or honors courses may be considered for advanced placement.

ADMISSION OF TRANSFER STUDENTS

A transfer student may be admitted at the beginning of any term. He must present a regular application, including secondary school records and College Entrance Examination Board Test results, and an official transcript from all colleges and universities attended. He must be entitled to an honorable dismissal without academic or social probation from the college from which he transfers, and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires approximately a B average in previous college work for consideration for admission of transfer students. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College.

All transfer students must satisfy all requirements for the degree for which they are candidates.

ADMISSION TO THE SUMMER SESSION

Students who are candidates for degrees at Gettysburg College are eligible to register for the Summer Session.

A student who is a candidate for a degree from another college may enter the Summer Session upon certification by the Dean of that institution that the applicant is a bona fide student and that the courses taken at Gettysburg College will be accepted for credit if they are passed with certifying grades.

Others applying for admission to the Summer Session only may be accepted upon presentation of official evidence of preparation to meet the regular admissions requirements.

The Summer Session Bulletin, listing course offerings, is available after April 1. This Bulletin and Summer Session application may be obtained from the Admissions Office.

ADMISSION AS A SPECIAL STUDENT

A high school graduate, not a candidate for a degree, may apply for admission for one or more courses as a nonmatriculated student.



College Expenses and Financial Aid

COMPREHENSIVE ACADEMIC FEE PLAN

GETTYSBURG COLLEGE charges a comprehensive academic fee covering the three terms of the academic year. This fee covers normal academic expenses except for the following: books and supplies, a gym equipment fee for freshman and sophomore men, some private lessons in music, and optional off-campus courses in the January term.

The fee applies to each full time student: one taking three or four courses in the fall and spring terms and one course in the January term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$225.00 per course or \$60.00 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; Music majors are permitted some of these courses within the comprehensive fee. For details, see the Health and Physical Education and Music department listings.

Comprehensive Academic Fee (1969-70)	\$2,050
BOARD	
College Dining Hall	\$ 530
ROOM RENTS	
Women's Dormitories	
Stevens Hall, Huber Hall	\$ 330
Hanson, Musselman, and Patrick Halls	\$ 380
Men's Dormitories	
Stine, Paul, Rice, and Apple Halls	\$ 380

ESTIMATE OF TOTAL EXPENSE FOR AN ACADEMIC YEAR

	<i>Minimum</i>	<i>Liberal</i>
Comprehensive Academic Fee	\$2,050	\$2,050
Board	530	530
Dormitory Room	330	380
Books and Stationery	125	150
	\$3,035	\$3,110

This tabulation does not include peronal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

SPECIAL STUDENTS

Any student who is not a candidate for a degree and who is enrolled in a program comprised of less than three courses in the fall or spring term will be charged at the rate of \$250.00 per course or \$65.00 per quarter course.

PAYMENT OF BILLS

All College bills are due and must be paid in full before registration each term. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and spring terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms. Checks should be made payable to Gettysburg College and sent to the Bursar, Gettysburg College, Gettysburg, Pa. 17325.

Of the advance payment of \$100 made under either the early or regular acceptance plans, \$75 is credited to the first term bill and the remaining \$25 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damage.

Every continuing student in college is required to pay a fee of \$50 at spring registration. This amount is deducted from the student's first term college bill. No refunds of this fee will be made after July 1.

No student will be permitted to be graduated, or receive a transcript of record or statement of honorable dismissal, until all financial obligations to the college and community have been met.

VETERANS ADMINISTRATION BENEFITS

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending college under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans Administration in accordance with the scale established by the law.



INSURED TUITION PAYMENT PLAN

The Insured Tuition Payment Plan of Boston is a combination of a prepayment installment plan covering four years of college expenses, and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education. It is available to all entering students through Mr. Richard C. Knight, 6 St. James Avenue, Boston, Massachusetts. Parents may write directly to Mr. Knight for information and contract. The Director of Admissions will mail a brochure of information to all new students on or before June 1 of each year.

BOARD

Junior and senior men and women and fraternity pledges and members may choose to take their meals off campus or be served in the snack bar or the Dining Hall on an individual meal basis. All other students must take their meals regularly in the College Dining Hall on a term basis.

RESIDENCE HALLS

As far as accommodations will permit all women and freshman and sophomore men must room in the college's Residence Halls. When the Halls are filled, the Deans will set the procedure for off-campus housing.

Student rooms are furnished for each student with single beds and mattresses, dressers, chairs, and desks. Students provide their own pillows, bedding, spreads, and study lamps and window curtains. Students may through the Gordon-Davis Linen Supply Co. rent for an annual fee, bed linen, towels, pillows, blankets and bed spreads; weekly laundry of the linen and towels is included in the rental fee. Coin operated washing machines and dryers are available on the campus for student use. The use of TV sets, cooking units and refrigeration units is not permitted in student rooms.

REFUND POLICY

Refunds of Comprehensive Academic Fee and room rentals will be made only in cases where the student is required to withdraw because of the student's serious illness or call by Selective Service and will be determined according to the following graduated scale:

One week or less	90% refund
Two weeks or less	80% refund
Three weeks or less	60% refund
Four weeks or less	40% refund
Five weeks or less	20% refund
Over five weeks	No refund

Board refunds will be prorated at the time of withdrawal for any reason and at any time approximately in proportion to the actual period in attendance.



INSURANCE

There is available through a reputable, private agency a Student Health and Accident Insurance policy on a modest annual fee basis. Information and application forms are mailed to all students during the summer.

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

COLLEGE BOOKSTORE

The Bookstore in the Student Union Building is operated by the College for the convenience of the students. Since it is operated on a cash basis, all students should be provided with \$125 to \$150 each year to purchase the necessary books and supplies.

TRANSCRIPTS

Each student is permitted one free transcript of his full record upon graduation or withdrawal from College. Anyone desiring more than one must send his request to the Registrar and enclose payment of \$1 for each additional transcript requested.

Student Financial Aid

Although the charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the moneys paid by a student or his parents still cover only a portion of the total cost of a student's education. In private institutions, the remainder comes from endowment income and from annual gifts from sources such as alumni, businesses, foundations, or churches. Thus it is accurate to say that all students receive financial aid in some form or another.

Gettysburg College recognizes the primary responsibility of the student and his parents to provide as much toward the total cost of the student's college years as possible. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his own earnings wherever possible, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from their own or their family resources. Access to such aid is considered a privilege, not a right. The qualifications for it are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student. The College participates in the College Scholarship Service and requires all applicants to file the Parents' Confidential Statement.

Financial aid is awarded by a faculty committee in the form of grants, loans, or a combination of these. Loans are of two kinds, those provided by the College and those available under the National Defense Student Loan program. Free grants need not be repaid, but the College assumes their recipients have incurred an obligation and that they will subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others. Approximately one fourth of the students receive financial assistance in some form.

All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen and his continuing financial need.

A new student seeking financial aid should present the Parents' Confidential Statement as soon as possible after applying for admission, but not later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Director of Financial Aid and Placement and should request his parents to complete this form. All



Parents' Confidential Statements should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey.

There are work opportunities for a limited number of deserving students. A student seeking such employment, whether an entering student or one already enrolled, may apply to the Director of Financial Aid and Placement. Also, each year some students take part-time work in the community. The Director of Financial Aid and Placement assists some students in securing such employment but takes no direct responsibility.

Rules governing all types of financial aid are stated in the *Summary of Regulations* published by the Dean of Students.

ENDOWED SCHOLARSHIPS

Richard A. Arms Scholarship The income from \$9,878 contributed by the Class of 1924 in memory of the chairman of the Mathematics Department (1920-1963) is awarded to a student on the basis of character, ability, and need.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship The income from \$2,500 donated by the Woman's League of Gettysburg College is given to a needy and deserving student pursuing work in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship The income from \$3,501 provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship The income from \$500 is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship The income from \$9,250 provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship The income from a bequest of \$10,000 is used to aid worthy students in need, preferably ministerial students.

Burton F. Blough Scholarship The income from \$5,000 contributed by a former trustee is used to aid needy and deserving students.

Edward B. Buller Scholarship Fund The income from \$7,904 contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York in honor of the Rev. Edward B. Buller (1923), is awarded on the basis of character, ability, and need, preference being given to a student from Good Shepherd congregation or to another deserving Lutheran student.

Class of 1913 Scholarship The income from \$14,100 is awarded to a needy and deserving student.

Class of 1916 Scholarship The income from \$12,788 is awarded to a needy and deserving sophomore.

Class of 1918 Scholarship The income from \$26,475 is awarded to needy, deserving students.

Class of 1921 Scholarship The income from \$8,138 is awarded to a needy and deserving student.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship The income from \$6,500 established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran ministerial student or a student planning to become a Lutheran missionary.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship The income from a bequest of \$5,000 is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship The income from \$900 is given to a needy and deserving student.

Dr. Daniel F. Garland (1888) Scholarship The income from \$500 is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship The sum of \$1,000 contributed by Mr. and Mrs. Leo J. Gaver in memory of their son is awarded to a student on the basis of character, ability, and need, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship The income from \$16,225 contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for either the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship The income from \$13,600 contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship The income from \$2,500 donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.



Ida E. Grover Scholarship The income from a bequest of \$8,630 is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship The income from \$15,281 given by Mr. Hamme is awarded to a deserving student.

Dr. and Mrs. Leslie M. Kauffman Scholarship The income from \$19,000 donated by the Kauffmans is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or to premedical or preministerial students.

Hon. Hiram H. Keller (1901) Scholarship The income from \$15,000 bequeathed by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Mr. and Mrs. C. J. Kirschner established the *Alvan Ray Kirschner Scholarship Fund* in memory of their son who lost his life in World War I. The income from \$10,000 is awarded to two students, preference being given to applicants from Hazleton and vicinity. Application for these scholarships should be made directly to Mr. Carl E. Kirschner, Hazleton, Pennsylvania.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship The income from \$3,165 given by John M. McCollough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Clarence Gordon and Elfe Leatherman Scholarship The income from \$4,216 given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship The income from \$14,632 given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy men students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship The income from \$75,000 given in memory of Frank M. Long is awarded to students on the basis of character, need, and ability.

Charles B. McCollough, Jr. Memorial Scholarship Income amounting to about \$4,015 per year from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grand-nephew is awarded to one or more worthy men students.

Charles H. May (1904) Scholarship The income from \$5,000 bequeathed by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenholder (1897) Scholarship The income from \$7,785 bequeathed by Dr. Meisenholder is awarded to a deserving student.

J. Elsie Miller Scholarship The income from \$5,000 bequeathed by Mr. Miller is awarded to a ministerial student.

Miller-Dewey Scholarship The income from \$10,000 bequeathed by the Rev. Adam B. Miller (1873) is awarded to a deserving student.

Musselman Scholarship Fund The income from a fund, initially established with a gift of \$15,000 from The Musselman Foundation, to be awarded to a Gettysburg student on the basis of character, scholastic ability, achievement and need with preference given to sons or daughters of employees of the Musselman Fruit Products Division, Pet Incorporated.

Nellie Oller and Bernard Oller Memorial Scholarship The income from \$5,000 bequeathed by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship The income from \$3,000 is awarded to needy and deserving students.

Willard S. Paul Scholarship The income from \$43,871 contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter is awarded to a deserving student.

The Lilliam M. and William H. Patrick, Jr. Scholarship Award The income from \$232,000 bequeathed by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Earl G. Ports (1923) Scholarship The income from \$8,200 provided by Horace G. Ports (1925) in memory of his brother is awarded on the basis of character, need, and ability, preferably to a student in the Department of Physics.

Philip P. Rudhart Scholarship The income from \$26,812 bequeathed by Emma R. Binnix in memory of her brother is awarded to deserving male students.

Gregory Seckler (1965) Memorial Scholarship The income from \$2,500, given by Mr. and Mrs. J. M. Arnold, Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Memorial Scholarship The income from a bequest of Margie A. Smith in memory of her father will be awarded when the principal reaches a stated sum.

Edward J. Stackpole Scholarship The income from \$4,500 contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American History interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship The income from \$5,000 provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a ministerial student.

Dr. J. H. W. Stuckenberg Scholarship The income from \$15,000 bequeathed by Dr. Stuckenberg is awarded to a qualified student.

Warren L. Swope Scholarship Fund The income from \$5,000 contributed by Warren L. Swope (1943), a career diplomat, is awarded on the basis of character, ability, and need, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Music Scholarship The income from \$3,725 contributed by alumni and friends of the Gettysburg College Choir, is given to a needy and deserving student in the Music Department.

Dr. Rufus B. Weaver (1862) Scholarship The income from \$19,991 bequeathed by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship The income from \$5,000 bequeathed by Mr. Wellington is awarded to a deserving Lutheran ministerial student.



Jeremiah A. Winter and Annie C. Winter Memorial Scholarship The income from \$15,500 contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf Scholarship The income from \$5,083 contributed by Dr. Spurgeon M. Keeny in honor of the Rev. Norman S. Wolf (1904) is awarded on the basis of scholarship, character, and need, preference being given to a student who is fatherless.

OTHER AID FOR STUDENTS

Aero Oil Company Scholarship The sum of \$600 provided by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Frank D. Baker Scholarship The sum of \$300 is available to aid worthy students in immediate need.

Cambridge Rubber Foundation Scholarship A sum of money given by the Foundation is awarded to a qualified male student on the basis of criteria agreed upon by the Foundation.

Lutheran Parent Education Society Scholarship The sum of \$200 is awarded to a needy and deserving Lutheran student, preferably one interested in church vocations. This sum is provided by the College in recognition of the efforts of the Parent Education Society over many years to assist worthy young men in preparing for the Lutheran ministry.

Mr. Guy L. Moser established a trust fund to support grants to needy male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Application for these grants should be made directly to the Reading Trust Company, Trustee, Reading, Pennsylvania.

Presser Foundation Scholarship The sum of \$400 provided by the Presser Foundation, Philadelphia, is awarded to a qualified student in the Music Department.

Sons of Union Veterans of the Civil War Scholarship The sum of \$250 provided by the Sons of Union Veterans is awarded to a student on the basis of need and ability.

LOAN FUNDS

Loans are available to members of the senior class from the *Alumni Loan Fund*, established by the Alumni Association and augmented by individual and class contributions. Applicants need at least one approved endorser of their note. The loan is interest free until one year after the borrower's class has been graduated, after which it bears interest at the rate of 6 per cent per year.

The St. James Lutheran Church of Stewart Manor, Long Island, has established *The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund* in memory of its late pastor. Amounting to \$1,000, this fund is used to assist worthy students under the same conditions as the Alumni Loan Fund.

Milton T. Nafey and Mary M. Nafey Student Loan Fund A sum of \$63,922 received from the estate of Mary M. Nafey provides a fund for student loans.

Dr. E. Lloyd Rothfuss (1916) has contributed \$6,000 as the *Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund* in memory of his parents. This fund is administered under the same terms as the Alumni Loan Fund.



Academic Regulations and Honors

A COMPILATION of many of the more detailed academic rules of the College is to be found in the *Summary of Regulations* issued annually by the Dean of Students and available to all students.

THE HONOR SYSTEM

An academic honor system was instituted at Gettysburg College in the fall of 1957. It is based upon the belief that undergraduates can be mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

No student is admitted to Gettysburg College without first having signed a pledge promising to uphold the rules governing the honor system. Freshmen receive detailed information regarding these rules during the summer before they enroll. Needless to say, a person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission involving suspension may be appealed to a student-faculty-administrative board of review.

REGISTRATION

By formally completing his registration, the student pledges to abide by College regulations.

No credit will be given in courses for which the student is not officially registered. The Registrar announces in advance the time and place of formal registrations. Late registrants are penalized by a fine of \$5.

CLASS ATTENDANCE

Regular attendance at all classes for which he is registered is the responsibility of the student. Each student is accountable for all work missed because of



absence from class. Instructors are under no obligation to make special arrangements for students who are absent without official excuse. Instructors may report the name of a student with excessive absences to the Dean of Students for warning. If a student incurs other absences after being warned, he may be dropped from the course with a failing grade.

All students are required to attend the last meeting of each of their courses before a vacation period and the first meeting of each following a vacation period.

TRANSFER CREDIT

No credit will be given for courses taken in other colleges unless such courses have first been approved by the chairman of the department concerned and by the Dean of the College or Dean of Students. The Academic Standing Committee will make the translation to term course credit of the semester hours or other designation used elsewhere. Course credit may be transferred to Gettysburg if the grade earned is a C or better. Grades themselves are transferred only in programs with which Gettysburg is affiliated.

After September 1969 a student who has matriculated in the class of 1971 will not be permitted to transfer to Gettysburg more than one course taken elsewhere. Students matriculating in later classes may not normally transfer to Gettysburg more than two courses. These regulations do not apply to transfer students, to students re-admitted, or to students who engage in approved off-campus programs.

ACADEMIC STANDING

The Committee on Academic Standing reviews student records at the end of each term. When a student's record is found to be unsatisfactory or when he is failing to make satisfactory progress toward graduation, he may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following term or he may be required to withdraw.

A student with above-average aptitude who is not achieving beyond the minimum standard may be required to absent himself from the College for a term or a year.

WITHDRAWAL

A student who withdraws from the College is expected to arrange for an interview with a member of the Dean of Students' staff. Failure to do so may jeopardize a student's opportunity for readmission to the college.

READMISSION

A student who withdraws from the College in good standing, who is dropped for academic reasons, or who leaves for any other reason, must petition the Dean of Students for readmission. The petition will be reviewed by the appropriate committee on the basis of the student's past record, what he has done since leaving College, and his prospects of completing his undergraduate work.

THE GRADING SYSTEM

The following grading system is in effect in the fall and spring terms: A (excellent); B (good); C (fair); D (unsatisfactory); F (failing); I (incomplete); W (withdrew without penalty); WP (withdrew passing); and WF (withdrew failing). In the January term some courses are graded H (honors); P (pass); F (failing).

In successfully completing a course a student also earns a number of quality points. The following quality-point system is official: A, 4; B, 3; C, 2; D, 1; F, 0.

Instructors may modify their letter grades with plus and minus signs. These are placed on the student's permanent record and reproduced on all transcripts, but they are disregarded except in certain computations for honors.

An F remains on the permanent record and is reproduced on all transcripts. No student may repeat an elective course which he has failed without the consent of the department concerned.

An I is used only when emergency situations, such as illness, prevent a student from completing the course requirements on time. An I not removed within the first weeks of the beginning of the term following the one in which it was incurred becomes an F unless the Committee on Academic Standing extends the time limit.

In the fall and spring terms, a student who withdraws from a course during the first three weeks receives a W. After the first three weeks he receives a WP if he was passing the course when he withdrew, or a WF if he was failing it. A student who withdraws from a course during the last five weeks of a term will receive a WF regardless of his standing in the course at the time. The January Term Catalogue has special regulations for withdrawals in that term.

SENIOR HONORS

The following honors are awarded at the close of each academic year to members of the graduating class:

1. *Valedictorian*, to the senior with the highest academic average and who has been awarded Departmental Honors;
2. *Salutatorian*, to the senior with the second highest academic average and who has been awarded Departmental Honors;
3. *Summa cum laude*, to those seniors who have a quality point average of 3.75 or higher and who have been awarded Departmental Honors;
4. *Magna cum laude*, to those seniors who have a quality point average of 3.5 or higher and who have been awarded Departmental Honors; and
5. *Cum laude*, to those seniors who have a quality point average of 3.30 or higher.

In addition to the above, *Departmental Honors* are awarded to graduating seniors upon recommendation of their major departments. Except for Departmental Honors, senior honors are intended for students with four years' residence at Gettysburg College and computations for them are based on four years' performance. Grades earned in required courses in physical education are not considered. The Committee on Academic Standing may grant the honors of *summa cum laude*, *magna cum laude*, or *cum laude* to transfer students who have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and who have presented excellent transfer grades. Departmental Honors are awarded to transfer students on the same terms as to other students.

OTHER HONORS

The names of those students who attain a quality point average of 3.5 or higher in the combined fall and January terms, or in the spring term are placed on the *Dean's Honor List* in recognition of their academic attainments.

PRIZES AND AWARDS

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Convocation in October or a Spring Honors Convocation held in May.

Baum Mathematical Prize The income from \$500, contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

The Charles W. Beachem Athletic Award The Physical Education Department presents a cup in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior.

Beta Beta Beta Junior Award The sum of \$10 is given to the junior Biology major who is an active member of Beta Beta Beta and who has shown outstanding proficiency in the biological sciences through the middle of the junior year of college work. The award is based on interest, attitude, character, and scholarship.

Beta Beta Beta Provisional Award The sum of \$10 is given to the Biology major who has become a provisional member of Beta Beta Beta during the year and who has



shown outstanding proficiency in the biological sciences through the middle of the sophomore year. This award is also based on interest, attitude, character, scholarship, and on the arrangement of a display.

C. E. Bilheimer Award A sum of money is awarded to the senior major in Health and Physical Education with the highest academic average.

Chemistry Department Research Award A sum of money provided by the Chemistry Department is awarded to the graduating senior Chemistry major who has made the greatest contribution both in his own research and to the research activities of the Chemistry Department.

College President's Award: Aerospace Studies An engraved desk writing set is awarded to an outstanding senior in the Air ROTC program chosen on the basis of academic performance, Air Force Officers Qualifying Test scores, leadership potential, and participation in activities.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence; military performance, especially leadership ability; character; industry and initiative; and participation in activities.

Delta Phi Alpha Prize A valuable book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award Under the auspices of the family of Anthony di Palma (1956), a book is presented to the junior having the highest marks in History. Other things being equal, preference is given to a member of the Sigma Chi fraternity.

The Malcolm R. Dougherty Mathematical Award The income from \$1,000, contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in Mathematics and working to earn part of his college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from \$8,600, contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

French Cultural Counselor's Award A medal presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Samuel Garver Greek Prize The income from \$500, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during his freshman year.

Samuel Garver Latin Prize The income from \$500, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during his freshman year.

Graeff English Prize The income from \$500, given by John E. Graeff (1843), is awarded to the senior writing the best English essay on an assigned subject.

David H. Greenlaw Memorial Prize The income from \$1,012 contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded in the form of books and/or records to the student who has contributed most to the technical aspects of the College's drama productions.



John Alfred Hamme Award Two awards of \$50 each, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

The Henry W. A. Hanson Scholarship Foundation Award The income from \$9,035 contributed by College Alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Hassler Latin Prize The income from \$500, contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Frank H. Kramer Award The sum of \$25 is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his work in the Department of Education.

The Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from \$4,000 is given each year to a junior who has maintained high scholarship and evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

Lutheran Brotherhood Scholarship Awards Three awards of \$500 each, established by the Lutheran Brotherhood Life Insurance Society, are awarded to juniors who are Lutherans and who qualify by reason of religious leadership, academic ability, and other characteristics.

Military Memorial Prizes The income from \$500, contributed by alumni and friends of the College, is awarded on an equal basis to the two students, one in Military Science and one in Aerospace Studies, who have attained the highest standing in the advanced course of the Reserve Officers' Training Corps.

Franklin Moore Award The income from \$6,500, contributed by the friends of Mr. Moore, is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from \$500, given by Dr. Frederick A. Muhlenberg (1836), is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

William F. Muhlenberg Award The income from \$850 is awarded to a junior on the bases of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from \$500, contributed by the Rev. Dr. J. C. Nicholas (1894), is awarded to the senior who has done the best work in advanced courses in Biblical Literature and Religion.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Pennsylvania Institute of Certified Public Accountants' Award A book is presented to the senior student in accounting who excels academically and who, by participation in campus activities, demonstrates qualities of leadership.

Phi Delta Theta Alumni Award In honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College 1935-1968, for the student who is majoring in Mathematics and has the highest average through the middle of the junior year.

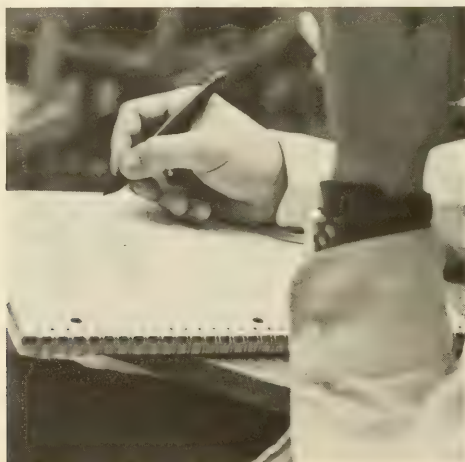
Phi Mu Alpha Award An award to a senior who has contributed most to one of the music performing organizations, and has an average of 2.7 or better in his major.

Phi Sigma Iota Prize Awards are given to the two members presenting the best papers to the fraternity.

Pi Delta Epsilon Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Psi Chi Award The sum of \$25 is awarded to the senior Psychology major who, in the opinion of the department, has best shown and is most likely to continue to show promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award The sum of \$15 is awarded to the junior Psychology major who displays the greatest potential and initiative.



Martha Ellen Sachs Prize The income from \$1,000, contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English Composition, with consideration given to improvement made during the year.

Sceptical Chymists Prize To encourage the presentation of meritorious talks, the sum of \$10 is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating senior woman who holds the highest academic average among music majors.

Sigma Alpha Iota Dean's Award Sigma Alpha Iota, an international music fraternity, awards \$10.00 each year to a young woman in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in music department activities are important criteria for selection.

Stine Chemistry Prize The income from \$1,000, contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior Chemistry major on the basis of his grades in Chemistry, laboratory technique, personality, general improvement in four years, and proficiency in Chemistry at the time of selection.

Dr. George W. Stoner Award The income from \$10,000 is awarded to a worthy male senior accepted by a recognized medical college.

Student Affairs Committee Award A citation is awarded to a student in recognition of the quiet influence he has exerted for the improvement of the campus community.

Teachers College Book Prize The award of a book on the topic of education is presented through Teachers College, Columbia University, to the junior who expresses the most constructive interest in educational issues.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of Finance and Economics.

Samuel P. Weaver Scholarship Foundation Prizes Sums of \$50 and \$25, established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Charles R. Wolfe Memorial Award The sum of \$25 is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

Earl E. Ziegler Mathematics Award The income from a contribution by Professor Earl E. Ziegler is awarded to the Mathematics major who has achieved the highest average in Mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from \$1,000 is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are not eligible for prizes and awards.



Courses of Instruction

THIS SECTION contains the courses currently planned for the fall and spring terms. Courses numbered in the 100's are a department's first or introductory courses. Those numbered in the 200's are a department's intermediate courses, and those numbered in the 300's are a department's advanced courses, designed primarily for upperclassmen. Courses in the 400's are normally open to seniors as follows: 401 to 450, Advanced Seminars; 451, Independent Studies or Research; 455, Senior Thesis.

Odd-numbered courses are generally given in the fall term and even-numbered courses in the spring term. Term courses which are offered both terms are identified in the course description. Linked courses running through both fall and spring terms are indicated by an odd and an even number, joined by a comma or a hyphen. Two-term courses in which successful completion of the first course is a prerequisite for the second are indicated by a hyphen between the numbers (for example 101-102). Students should ask the department offering the courses whether credit will be given for the partial completion of a hyphenated sequence. Two-term courses in which the second course may be taken without the first are indicated by a comma (for example 101,102).

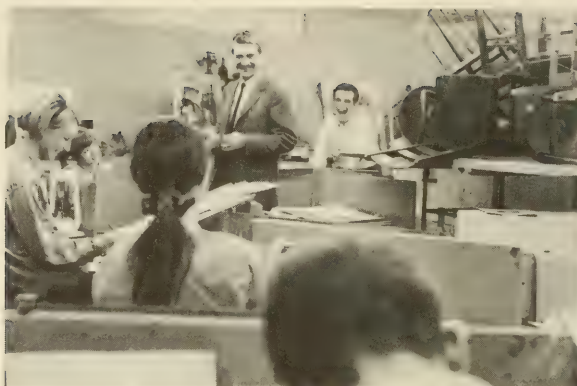
A small number of January term courses which are required of students in certain programs are also listed and indicated by a J prefix (for example, J27).

The Dean of the College issues an annual Announcement of Courses which lists the courses to be offered in the fall and spring terms in the following year, and the time and place scheduled for each section. Most courses meet three times a week. Students should consult this announcement when preparing their schedules.

Almost all courses carry one course credit. A small number of courses in applied music and in activities in Health and Physical Education are identified as carrying one-quarter course credit.

In October there is a separate Announcement of January Term Courses for the academic year, with course descriptions and regulations unique to the January term.

The College reserves the right to withdraw any course announced herein, to alter the term for which it is announced, and to add additional courses.



Art

Professors Qually (Chairman) and Annis
Instructor Shaw

The Art Department has the following major objectives: (1) to study the historical-cultural significance and aesthetic structure of architecture, painting and sculpture, and the enduring dialogue between continuity and change; (2) to educate the visual sensibilities beyond the routine responses toward an awareness of the life of forms around us as well as insights into works of art as the living past; (3) to teach the history of art and the practice of art as separate but inter-related disciplines which continue to structure these responses in a manner peculiar to art and denied to other human activities; (4) to assist the student in developing a verbal as well as visual vocabulary with which to communicate these responses; (5) to provide the interested major with a curriculum which will give him a foundation for graduate or professional study leading to careers in high school or college teaching, to positions as curators or research scholars in art, to commercial art and industrial design, or as professional painters, sculptors and printmakers.

The department offers to prospective majors a flexible program of study in inter-related studio and art history courses. It encourages students from disciplines other than art to select freely from both types of courses.

Any course in Art history and G. E. 105 and G. E. 107 may be counted toward the distribution requirement in Art, Music, Theatre Arts, or Creative Writing. G. E. 105 and G. E. 107 count toward an Art major.

Requirements for majors concentrating in the history of art: A minimum of nine art history courses selected by the student, in consultation with his advisor, which will meet his projected needs and which the department considers to be a

coherent pattern of studies; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure (but without any mandate for technical competence). The department further supports the careful selection of accompanying courses from the areas of history, philosophy, music, literature and the sciences.

Requirements for majors concentrating in studio: Art 121, 122 and introductory courses in painting, printmaking, and sculpture; advanced courses in at least two of these disciplines and a minimum of four courses in art history. The student is encouraged to take additional courses in the discipline of his special interest and competence.

Students intending to major in Art with a concentration in studio should arrange to take Art 121, 122 in the freshman year.

Because of graduate school requirements and the extensive publications in French, German, and Italian, majors concentrating in the History of Art are advised to fulfill their language requirement in one of these languages.

It should be recognized that the success of this curriculum depends, in part, upon frequent consultation and careful advising.

An expanding collection of more than 20,000 color slides supports the teaching of art history and studio classes. Students also have available a corresponding collection of opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the college, make possible the necessary contact with original works of art.

A comprehensive examination, or its equivalent, will be required of concentrators in the history of art in order to synthesize the content of the separate disciplines of architecture, painting, and sculpture. For studio concentrators there will be a review by the art faculty of cumulative student work at the end of the first term of the senior year.

HISTORY OF ART

G.E. 105 HISTORY OF PAINTING FROM 1300-1600 Mr. Qually
Course description included under General Education.

G.E. 107 HISTORY OF ARCHITECTURE AND SCULPTURE TO 1750 Mr. Annis
Course description included under General Education.

204 EUROPEAN PAINTING FROM 1600-1900 Mr. Qually
Painting in relation to cultural changes resulting from the Counter-Reformation and the contributions of individual masters such as Rubens, Rembrandt, El Greco, Velazquez, and Poussin. Some attention to eighteenth century painters and their relationship to the Enlightenment. Major emphasis on the transformation of painting in France during the nineteenth century, resulting in the rejection of Renaissance space and values, and reflecting parallel transformations of the social, scientific, and philosophical situation of man in a changing world.

208 HISTORY OF MODERN ARCHITECTURE

Mr. Annis

A study of the development and character of modern architecture and the contributions of Sullivan, Wright, Gropius, and Corbusier toward creating new environments for contemporary society. Alternate years; offered 1970-71.

209 HISTORY OF CHINESE AND JAPANESE ART

Mr. Shaw

A survey of painting, sculpture and ceramics during major periods of Chinese and Japanese art, taking into account the philosophical and aesthetic background motivating these periods and influencing the nature of the art forms.

211 PRIMITIVE ART

Mr. Shaw

The nature of art in pre-literate society, its relationship to other aspects of culture, its styles, and the methodological problems involved in its analysis. The survey will cover the art of Africa, Micronesia, Melanesia, Polynesia, the North American Indian and will include a brief look at pre-Columbian art.

215 THE ART OF INDIA

Mr. Annis

An historical survey of the iconographic and stylistic aspects of Buddhist, Hindu, Jain, and Islamic art in India, with emphasis on sculpture and architecture. Alternate years; offered 1969-70.

216 HISTORY OF MODERN SCULPTURE

Mr. Annis

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years; offered 1969-70.

217 CLASSICAL AND MEDIEVAL PAINTING

Mr. Qually

Painting in Greece and Rome. A survey of Early Christian and Byzantine mosaics. Major attention to the development of Romanesque frescoes, and to manuscript illumination from Early Medieval through Gothic. Alternate years; offered 1970-71.

219 AMERICAN ART

Mr. Shaw

A survey of American painting and related arts from the Colonial Period to the early 1900's, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

310 TWENTIETH CENTURY EUROPEAN AND AMERICAN PAINTING

Mr. Shaw

A survey of contemporary painting, its schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, The Brücke, The Blaue Reiter, The New Objectivity, De Stijl, Dada, Surrealism and Abstract Expressionism will be considered. *Prerequisite for art history majors: Art 204.*

320 THE ARTS IN AMERICA SINCE 1945

Staff

A study of new media and ideas in the arts since 1945 and their interrelationship with consideration of cinema, music, dance, happenings, and environmental painting, sculpture and architecture. *Prerequisite for art history majors: Art 310.*



402 SENIOR SEMINAR IN ART HISTORY

Mr. Shaw

A study of critical opinions, historical and modern, and their relation to the problems in the history of art. Investigation of theories of culture (evolutionary historical, functional and other points of view) will be conducted through lectures, discussion, field work and student reports.

STUDIO COURSES

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize; and integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses in order to relate theory and practice.

The department has presses for relief, surface, and intaglio printing as well as welding equipment and a foundry for sculpture.

The department reserves the right to keep selected student work permanently.

121, 122 DRAWING AND DESIGN**Mr. Qually**

An introductory course. In the first term, drawing from nature, controlled studio problems, and the human figure. In the spring term, perceptual and conceptual problems of design, with increasing involvement in the elements of structure, (line, value, form, space, texture, color) with special emphasis on color. Experience in a wide range of media encouraged. Non-majors permitted to continue drawing, in place of design, during the spring term.

127, 128 PAINTING**Mr. Qually**

Intended as an introductory course for non-majors and as an extension of drawing and design for majors. Experience in abstract problems, still life, figure composition and landscape. Accompanying lectures in theory with historical references by means of slides and opaque color reproductions. Designed to sharpen the student's visual responses and to increase his understanding of visual form as organized structure and personal expression. *Prerequisite for studio majors: Art 121, 122.*

131, 132 PRINTMAKING**Mr. Annis**

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite for studio majors: Art 121, 122.*

135, 136 SCULPTURE**Mr. Annis**

The beginning student is acquainted with the problems of three-dimensional form through the use of a variety of media and techniques. Emphasis on clay modeling and casting in both permanent and impermanent materials. Correlated lectures develop theories of mass, volume, and spatial organizations as expressed in past periods and contemporary art.

221, 222 ADVANCED DRAWING**Mr. Qually**

A continuation of Art 121, 122. Involves problems in composition and study of the figure. *Prerequisite: Art 121, 122.*

227, 228 ADVANCED PAINTING**Mr. Qually**

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisite: Art 127, 128.*

231, 232 ADVANCED PRINTMAKING**Mr. Annis**

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisite: Art 131, 132.*

235, 236 ADVANCED SCULPTURE**Mr. Annis**

Emphasis is placed on independent projects in various media: terra cotta, bronze and aluminum casting, welded metal sculpture, and carving in wood and stone. *Prerequisite: Art 135, 136.*

451 INDEPENDENT STUDY**Staff**

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest, whether studio or history. Repeated spring term.

Asian Studies

The richness of Asian Culture, as well as Asia's increasing importance in world affairs, commands the attention of the educated man. The relative ignorance among Western statesmen, teachers, military personnel, churchmen, and others who will have to deal more and more with Asia must be remedied. Colleges which claim a Christian tradition and a Western scientific and humanistic orientation cannot properly foster these interests without taking cognizance of alternative viewpoints from Asia.

Courses dealing with Asia perform several functions in the curriculum of the liberal arts college: they are essential to many academic disciplines; they furnish an important subject matter in their own right, and they may lead a student to specialized work in Asian Studies. An Asian Studies Committee fosters these interests at the College.

For students wishing to focus broadly on Asia as part of the liberal arts curriculum, any of the courses listed may be elected. The *Civilization of India* and *History of East Asia* are good introductory studies. All Asian Studies courses fulfill various distribution requirements.

For students wishing to prepare for advanced work in Asian studies, the following course combinations are suggested along with off-campus language study:

- 1) A concentration in South Asia including *Civilization of India*, *History of Indian Art*, *Religions of South Asia*, and *Asian Governments*.
- 2) A concentration in East Asia including *History of East Asia* and such courses as *Religions of East Asia* and *West Asia*, *History of Chinese and Japanese Art*, *Asian Governments*, and *Modern China*.
- 3) Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.
- 4) Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by a junior year at Princeton University, spent in concentrated language and area studies in the Cooperative Undergraduate Program for Critical Languages.

Gettysburg participates in a number of consortium arrangements whereby students may engage with full academic credit in a summer seminar in Japan and Taiwan, a summer seminar in India, the Princeton University and the University of Pennsylvania programs mentioned above. (Off-campus language study is available at NDFL-designated centers.) Interested students should consult the Dean of the College or members of the Asian Studies Committee concerning these off-campus opportunities which are described more fully elsewhere in the catalogue under Off-campus Study.

Descriptions of the courses listed below are included under their respective departments.

Art 213	THE HISTORY OF CHINESE AND JAPANESE ART	Mr. Shaw
Art 215	THE HISTORY OF INDIAN ART	Mr. Annis
G. E. 227, 228	THE CIVILIZATION OF INDIA	Mrs. Gemmill
History 221, 222	HISTORY OF EAST ASIA	Mr. Stemen
History 321	MODERN CHINA	Mr. Stemen
Political Science 202	ASIAN GOVERNMENTS	Mr. Boenau
Religion 241	RELIGIONS OF SOUTH ASIA	Mr. Dunkelberger
Religion 242	RELIGIONS OF EAST ASIA AND WEST ASIA	Mr. Hammann

Biology Department

Professors Barnes (Chairman)
and W. C. Darrah

Associate Professor Beach

Assistant Professors Cavaliere,
H. H. Darrah, Logan,
Schroeder and Winkelmann

Instructor Hendrix

Assistants



The courses of the Department of Biology have been designed to provide a foundation in basic biological concepts and principles and also to provide the background necessary for graduate study in biology, medicine, dentistry, and forestry, and for laboratory technology and other professional biological fields.

A minimum of eight biology courses is required to complete the major. This minimum is exclusive of Biology 403: (Independent study) and any January term course unless otherwise designated. Beyond General Biology there are no specific courses required for the major. Moreover, because of the unstructured

nature of biology, prerequisites for upper level courses are few. This freedom permits the diversity of backgrounds required by different professional goals. Specialization at the expense of breadth is discouraged, and in consultation with his advisor the student should construct a balanced curriculum.

At least one year of chemistry is required of all majors in biology. This requirement may be satisfied with either Chemistry 101, 102 or Chemistry 111, 112. Organic chemistry is necessary for admission to graduate and professional schools. The student should understand that Chemistry 111, 112 are prerequisite for additional course work in chemistry.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of trigonometry, advanced algebra, analytic geometry, and an introduction to calculus; these topics are generally covered in fourth year high school mathematics. Any deficiency should be rectified with Mathematics 107, 108 (Finite Mathematics and Calculus), Mathematics 110, 111 (Analysis and Beginning Calculus) or Mathematics 111 (Beginning Calculus).

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or by Biology 101 plus a January course designated for this purpose.

101, 102 GENERAL BIOLOGY

Staff

An introduction to biological principles and concepts. First term: structure and function of cells, genetics, development, ecology and mechanism in evolution. Second term: functional morphology of organisms, behavior, evolution and phylogeny. Three class hours and three laboratory hours.

201 COMPARATIVE ANATOMY OF VERTEBRATES

Mr. Winkelmann

Detailed examination of the origins, structure, and functions of the principal organs of vertebrates. Special attention is given to the progressive modification of organs from lower to higher vertebrates. *Prerequisite:* Biology 101, 102. Three class hours and six laboratory hours.

205 PRINCIPLES OF GENETICS

Mr. Beach

The fundamental principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.

207 MICROTECHNIQUE

Mrs. Darrah

Fundamentals of microscopy, preparation of biological materials for microscopic investigation; practice in basic techniques, especially paraffin, nitrocellulose and freezing. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours. Repeated in the spring term.

215 PROTISTAN BIOLOGY

Mr. Cavaliere

Cellular and subcellular organization in protozoans, algae, fungi, and lichens; culture techniques, reproduction, physiology, ecology, theories of evolutionary origin, and phylogenetic relationships. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.

216 BIOLOGY OF THE EMBRYOPHYTES

Mr. Darrah

A synopsis of the bryophytes and tracheophytes with emphasis on the comparative morphology, adaptive diversity and phylogeny of the groups. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.

306 ECOLOGY

Mr. Beach

The study of the principles of ecology, with emphasis on the role of chemical, physical and biological factors affecting the distribution and succession of plant and animal populations and communities. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.

314 ORGANIZATION OF CELLS AND TISSUES

Mr. Schroeder

The chemical and structural organization of plant and animal cells with special reference to the functional architecture of organelles; the cellular structure of tissues and organs and the relationship of structures to function. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.

321 BIOLOGY OF DEVELOPMENT

Mr. Barnes

A survey of the levels of biological development: molecular, cellular, and organismic. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. *Prerequisite:* Biology 101, 102. Three class hours and two two-hour laboratory periods.

323 PARASITOLOGY

Mr. Hendrix

An introduction to the general principles of parasitism with emphasis upon the evolution, taxonomy, morphology, and physiology of the major groups of animal parasites. *Prerequisites:* Biology 101, 102. Three class hours and three laboratory hours.

324 VERTEBRATE ZOOLOGY

Mr. Winkelmann

The classification, evolution, and natural history of vertebrates, including a survey of the taxonomy and behavior of the local vertebrate fauna. *Prerequisite:* Biology 201 or the consent of the instructor. Six hours a week in class, laboratory and field work.

326 INVERTEBRATE ZOOLOGY

Mr. Barnes

The biology of the invertebrate phyla, with special emphasis on adaptive morphology and physiology and on phylogeny. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.

330 GENERAL MICROBIOLOGY

Mr. Hendrix

The biology and economic importance of microorganisms: viruses, fungi, and especially bacteria. *Prerequisite:* Biology 101, 102. Two or three class hours and two two-hour laboratory periods.

336 PLANT PHYSIOLOGY

Mr. Cavaliere

Plant growth and development: functions, nutrition, and metabolism. Analysis of differentiation at cellular, tissue, and organ levels. *Prerequisite:* Biology 101, 102. One year of chemistry is recommended. Three class hours and two two-hour laboratory periods.

337 ANIMAL PHYSIOLOGY

Mr. Schroeder

An introduction to the principles of animal functions. Vertebrates are emphasized as examples, but other animal groups are also considered. Laboratory work stresses basic physiological experimental technique. *Prerequisites:* Biology 101, 102. One year of chemistry is recommended. Three class hours and three laboratory hours.

338 CELLULAR PHYSIOLOGY

Miss Logan

The study of cell functions: cellular environment, membrane and organelle functions, energy conversions, growth and reproduction at the cellular level. Laboratory work introduces such experimental techniques as electrophoresis, chromatography, Warburg gas analysis, cell fractionation. *Prerequisites:* Biology 101, 102 and Chemistry 101, 102 or 111, 112. Three class hours and three laboratory hours.

341 BIOCHEMISTRY

Miss Logan

A study of the principal chemical compounds composing living systems: their nature, natural synthesis, and role in metabolic processes. This course is primarily intended for those students who do not plan to take biochemistry at the graduate level. *Prerequisite:* Biology 101, 102 and Chemistry 101, 102 or 111, 112. Three class hours and three laboratory hours.

351 INTRODUCTION TO PALEONTOLOGY

Mr. Darrah

The geologic history of plant and animal groups and their relations to existing organisms. Fossils and their interpretation; laboratory methods for preparation of fossils for investigation. *Prerequisites:* Biology 101, 102 and Biology 201, 216, or 326. Three class hours and three laboratory hours.

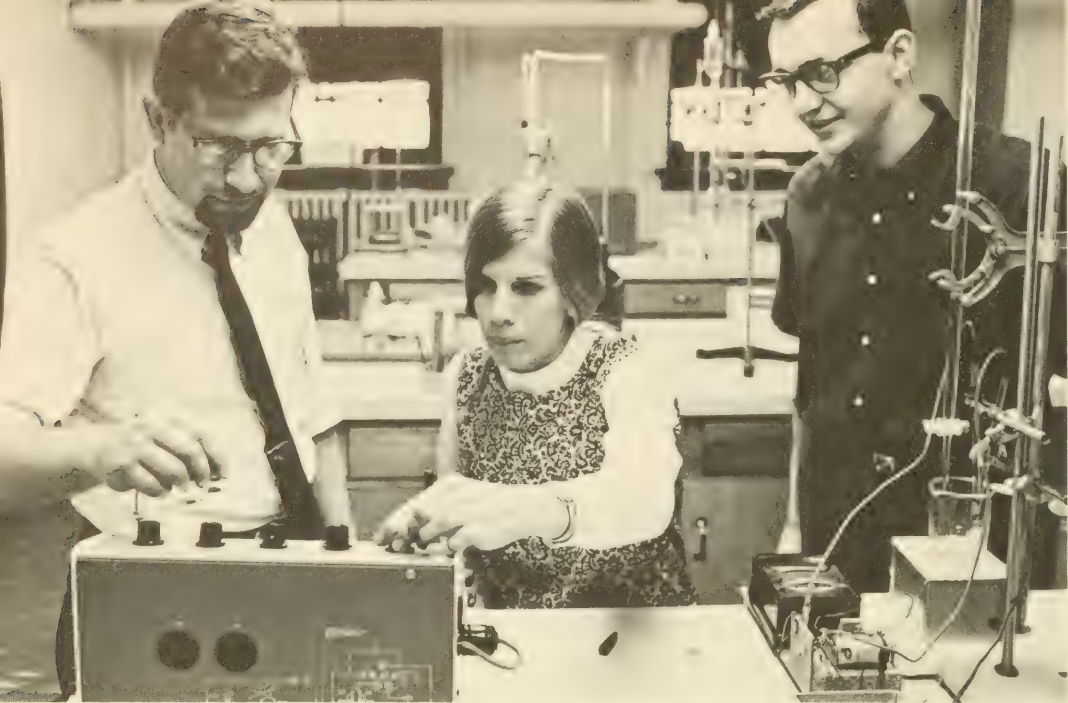
355 EVOLUTION AND SYSTEMATICS

Mr. Winkelmann

Interpretation of biological evidence for evolution, the development of evolutionary theory, and the relationships between evolution and classification. The theoretical and practical aspects of the classification of living organisms. *Prerequisites:* Biology 101, 102 plus Biology 303 (Genetics) and any one other upper level biology course except Biology 207. Three class hours and three laboratory hours.

403 INDEPENDENT STUDY

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. Offered to seniors whose academic record in the major is superior. Only one course in Independent Study may be taken by a student. *Prerequisite:* Approval of the Department and of the directing faculty member. Repeated in the spring term.



Chemistry

Professors Rowland (Chairman), Schildknecht, and Weiland
Associate Professor Fortnum
Assistant Professor Parker
Assistant Instructor Jackson

Each course offered by the department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses application is made of basic theories and methods of chemical investigation. Progress in the discipline has antiquated the practice of studying chemistry by rote accumulation of facts and has led to a process of meaningful interpretation of chemical phenomena based upon well-founded theories and sound experimental evidence. The courses offered by the department utilize lectures, discussions, library work, and laboratory investigations in order to emphasize the concepts that underlie the topics covered.

The eight basic courses required for a major are Chemistry 111, 112 (or 112A), 203, 204, J13, 305, 306, and 317. Additional offerings within the department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics courses through the level of calculus are required of all chemistry majors. Majors normally fulfill the college language requirement in German or French. Junior and senior majors are expected to join with staff members in a seminar series which is designed to provide an additional opportunity for discussion of current developments in the field.

Any two chemistry courses with laboratory may be used to satisfy the distribution requirement in laboratory science, but the two cannot be both Chemistry 101 and 111 or both Chemistry 102 and 112. Chemistry 101 may be followed by J2 in the January term and together fulfill the distribution requirement.

For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Independent study and directed laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January Term offerings. During his senior year the major may elect Chemistry 452, a research course in which he can utilize his knowledge and creativity extensively.

The department's library and its laboratory facilities are at the disposal of all students enrolled in chemistry courses. Numerous lectures, seminars, and coffee hours are sponsored by the department. These often involve resource persons from universities, industries, and medical schools and are designed to complement the curricular activities of the department. Many qualified upperclassmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

The program of the department is accredited by the American Chemical Society. The paths taken by majors after being graduated are varied, although most enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and numerous other positions.

101 GENERAL CHEMISTRY

Mr. Parker and Mrs. Jackson

Designed for students who plan to take only two courses in chemistry and have very little or no previous knowledge of the subject. The lectures deal with the application of chemical principles through the solving of problems. The laboratory includes both problem sessions and qualitative and quantitative experiments which reinforce principles discussed in lecture. Three lecture hours and one laboratory afternoon.

102 GENERAL CHEMISTRY

Mr. Parker and Mrs. Jackson

Chemical equilibrium, descriptive inorganic chemistry, radiochemistry, and elementary concepts of organic chemistry are among the subjects discussed. Topics will be covered which relate directly to current scientific problems of our civilization.

Laboratories include problem sessions, quantitative experiments, and inorganic qualitative analysis. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

111 FUNDAMENTALS OF CHEMISTRY

Mr. Rowland, Mrs. Jackson, and others

An introduction to current thoughts and practices in chemistry. Lectures deal with various theories of bonding, symmetry and geometry in chemical species, stoichiometric relationships, properties of solutions, elementary thermodynamics, and kinetics and mechanisms of reactions. The laboratory work covers quantitative relationships by employing titrimetric, gravimetric, and some simple spectrophotometric techniques. This course is designed for biology, chemistry, and physics majors and others with a good secondary school background in chemistry, and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

112 FUNDAMENTALS OF CHEMISTRY

Mr. Rowland, Mrs. Jackson, and others

Chemical equilibrium and electrochemistry are discussed in detail on the basis of kinetic and thermodynamic phenomena covered in Chemistry 111. Electromagnetic radiation and crystal field and other theories of complex formation are studied in order to lead into certain aspects of molecular geometry. Laboratory work includes qualitative inorganic cation analysis, the kinetics of certain reactions, and the application of various chromatographic and instrumental procedures to the quantitative analysis of systems. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

112A FUNDAMENTALS OF CHEMISTRY

Mr. Parker and Mrs. Jackson

Designed as an honors seminar for the more capable first-year chemistry students. Chemical equilibrium electrochemistry, and crystal field theory are among the topics discussed. Laboratory includes qualitative analysis and the application of instrumental procedures to the analysis of systems. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisite:* Chemistry 101 or 111 and invitation of the department. Two afternoons.

203 ORGANIC CHEMISTRY

Mr. Schildknecht

Fundamentals of the chemistry of the compounds of carbon. The naming, preparation, properties, and reactions of the more important types of open-chain, cyclic, as well as polymeric compounds are studied with emphasis upon functional groups. Theories of reactivity, reaction mechanisms, and stereochemistry are discussed. Laboratory work includes syntheses, separations, and identifications. *Prerequisite:* Chemistry 112 or 112A. Three lecture hours and one laboratory afternoon.

204 ORGANIC CHEMISTRY

Mr. Schildknecht

Fundamentals of chemistry are applied to the study of nitrogen-containing carbon compounds, aromatic compounds, and complex molecules such as carbohydrates, proteins, dyes, drugs, and other polyfunctional substances important in life sciences. Laboratory work includes multi-step syntheses, layer chromatography, optical properties of molecules, and research projects. *Prerequisite:* Chemistry 203. Three lecture hours and one laboratory afternoon.

J13 CHEMICAL APPLICATIONS OF SPECTROSCOPY

Messrs. Fortnum, Parker, and Rowland and Mrs. Jackson

The theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions and laboratory sessions. The lab periods involve a study of the construction and operation of the pertinent spectrometers as well as the actual use of these instruments in the identification of compounds. Lecture work will normally be supplemented by films on various facets of spectroscopy. Enrollment may be limited. *Prerequisite:* Chemistry 203.

305 PHYSICAL CHEMISTRY

Mr. Fortnum

The principles of thermodynamics are applied to chemical systems. Solids, liquids, gases, solutions, phase rule, equilibrium, electrochemistry, and kinetic theory are studied through the use of lectures, laboratory projects, problems, readings, and discussion. *Prerequisites:* Chemistry 112 or 112A, Physics 112, mathematics through calculus. Three lecture hours and one laboratory afternoon.

306 PHYSICAL CHEMISTRY

Mr. Fortnum

Fundamental principles of quantum theory, kinetics, and statistical thermodynamics are applied in studies of chemical systems. Laboratory experiments and projects are used to encourage the individual study of related physical chemical problems. *Prerequisite:* 305. Three lecture hours and one laboratory afternoon.

317 ANALYTICAL CHEMISTRY

Mr. Weiland

The course provides an opportunity to apply chemical principles to the analysis of organic and inorganic systems. Among the subjects studied are nonaqueous equilibria, compleximetry, kinetics, and the theory and practice of physical and chemical methods of separation. *Prerequisites:* Chemistry 204 and J13. Three lecture hours and two laboratory afternoons.

318 INSTRUMENTAL ANALYSIS

Mr. Weiland

Modern instruments are utilized in the study of chemical analysis. Topics considered include an introduction to electronics, electrochemistry, spectrophotometry, and radiation chemistry. *Prerequisites:* Chemistry 305 and 317. Three lecture hours and one laboratory afternoon.

353 ADVANCED ORGANIC CHEMISTRY

Mr. Rowland

Principles of stereochemistry are employed in emphasizing the modern aspects of structure and reactivity in organic compounds. Symmetry classifications, the Woodward-Hoffmann rules governing electrocyclic reactions, molecular dissymmetry, and related topics are discussed prior to a study of reaction mechanisms. Laboratory work involves the identification of organic unknowns and mixtures of unknowns by classical methods of separation and by spectroscopic and chromatographic procedures. *Prerequisites:* Chemistry 204 and J13. Three lecture hours and two laboratory afternoons.

354 SPECIAL TOPICS

A lecture-seminar course dealing with modern concepts of various fields of chemistry. The course content will vary according to the interests of students and instructors. Much of the work will deal with materials in current chemical publications. *Prerequisites:* Chemistry 204, 305, and 317. Three lecture hours.

373 ADVANCED INORGANIC CHEMISTRY

Mr. Parker

Selected topics in inorganic chemistry such as atomic structure, boron compounds, descriptive inorganic chemistry; valence bond, crystal field, and molecular orbital theories; and coordination chemistry. In addition to studying the stereochemistry and reaction mechanisms of coordination compounds, experimental methods for the elucidation of the structure and bonding of these compounds are discussed. *Prerequisite:* Chemistry 306. Three lecture hours.

452 RESEARCH

Staff

An investigation in an area of mutual interest to the student and a faculty director. The course will normally involve laboratory work with adjunct literature surveys. Students may work individually or in small groups on a particular problem. The results of the investigation are submitted in the form of a thesis. *Prerequisite:* Open to chemistry majors with permission of the research director. Repeated in the fall term.

Classics

Professor Pavlantos (Chairman)

Assistant Professor C. R. Held

Instructor Parks



The main objective of the department is to give a thorough foundation in Latin and Greek to those students who expect to specialize in this field as teachers, graduate students, archaeologists, or linguists. The department also strives to contribute to the education of those who are not specialists; to help in the clear and artistic expression of thought; to help understand the terminology of science, law, theology, medicine, etc.; and to help all students to a better understanding

of language structure in general and thereby to a mastery of English. The long-range objective is to show all students that the great literary men of Greece and Rome addressed themselves to thoughts and ideas which are as urgent in the twentieth century as they were to those ancient civilizations.

Requirements for a major in Latin: 10 courses beyond Latin 101-102, including Latin 151, 160, and 312. Requirements for a major in Greek: 10 courses beyond Greek 101-102 including Greek 151 and 160.

In both Greek and Latin the intermediate (201-202) course is a prerequisite for all higher numbered courses.

Latin 201-202 and Greek 201-202 may be used to meet the College's language requirement. Latin 160, 203, 204, 303, 304, 305, 306, 307, 311, 401, 403, and Greek 160, 203, 204, 301, 302, 303, 304, 305, 306, 403 may be used to fulfill the College distribution requirement for literature. Latin 151 and Greek 151 may be used toward fulfillment of the College distribution requirement in History, Philosophy, or Religion and may be counted toward a major in History with the consent of that department.

For prospective secondary school teachers the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

GREEK

101-102 ELEMENTARY GREEK

Staff

An introduction to the alphabet, inflections, and syntax of Attic Greek.

151 GREEK HISTORY

Mrs. Pavlantos

A survey of Hellenic civilization from the earliest times to the Hellenistic age. Extensive readings in Herodotus and Thucydides (in English). Three papers. A knowledge of Greek is not required. Alternate years; offered 1970-71.

160 GREEK LITERATURE IN ENGLISH

Mrs. Pavlantos

An historical and critical survey of Greek literature from its beginnings to the Hellenistic period. In addition to reading the assigned texts, students will submit a paper. A knowledge of Greek is not required. Alternate years; offered 1970-71.

201-202 INTERMEDIATE GREEK

Staff

Designed to increase the student's skill in reading texts. During the first term, selections from Xenophon's *Anabasis* are read, with emphasis on grammar. During the second term, Xenophon and other authors are read including some writers of the *New Testament*. *Prerequisite*: Greek 101-102 or its equivalent.

203 PLATO

Mr. Held

The *Apology* and *Crito*, with selections from other dialogues are read to give a coherent picture of Socrates.

204 NEW TESTAMENT GREEK

Mr. Held

An introduction to Koine Greek. Selections from the *New Testament* with attention to their language and content.

- 301 **HOMER** Mr. Parks
 Selections from the *Iliad* or *Odyssey*. Examination of Homeric forms, syntax and style. Supplemental reading in English. Not offered every year.
- 302 **GREEK HISTORIANS** Mrs. Pavlantos
 Extensive readings in the text of Herodotus or Thucydides. Oral reports and a paper. Not offered every year.
- 303 **GREEK COMEDY** Mr. Held
 An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics for their comments on the social and political life of fifth century Athens. Not offered every year.
- 304 **GREEK TRAGEDY** Mr. Held
 Selected plays of Aeschylus, Sophocles and Euripides. The tragedies are interpreted through a close examination of the language. Various plays are read in English. Oral reports. Not offered every year.
- 305 **GREEK POETRY** Mr. Held
 Selections from the elegiac, iambic, and lyric poets, *e.g.* Sappho, Tyrtaeus, and Archilochus. Attention is given to the Doric and Ionic inflections and to the metrics. Not offered every year.
- 306 **GREEK ORATORY** Mr. Held
 Selected orations of Demosthenes and Lysias are studied for their style and for their information pertaining to the personal life of the ancient Greeks. Aristotle's *Rhetoric* is read in English. Not offered every year.
- 403 **INDEPENDENT STUDY** Staff

LATIN

- 101-102 **ELEMENTARY LATIN** Staff
 An introduction to Latin. Designed for those who have had no previous contact with the language.
- 151 **ROMAN HISTORY** Mrs. Pavlantos
 The history of the Republic and Empire to and including the reign of Justinian. Extensive reading in Livy and Tacitus (in English). Three papers. A knowledge of Latin is not required. Alternate years; offered 1969-70.
- 160 **LATIN LITERATURE IN ENGLISH** Mrs. Pavlantos
 An historical and critical survey of Roman Literature from its beginnings to the patristic literature. In addition to reading the assigned texts, students will submit a paper. A knowledge of Latin is not required. Alternate years; offered 1969-70.
- 201-202 **INTERMEDIATE LATIN** Staff
 Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* two years of secondary school Latin or Latin 101-102.

203 ROMAN PROSE

Staff

Selections from the Roman prose writers are studied to increase the student's ability to read Latin. There is an intensive review of grammar. *Prerequisite:* four years of secondary school Latin or Latin 201-202.

204 ROMAN POETRY

Staff

Extensive reading in Latin poetry, with a close examination of poetic forms other than the longer epic. A term paper is required. *Prerequisites:* four years of secondary school Latin or Latin 201-202.

303 CICERO

Mr. Parks

Selected essays of Cicero, with supplemental reading from his letters and orations. Assigned reading in English on Cicero and the society in which he lived. Not offered every year.

304 ROMAN COMEDY

Mr. Parks

Selected plays of Plautus and Terence. Survey of the Roman theatre; origin and development of Roman drama. Oral reports and a paper. Not offered every year.

305 OVID

Mrs. Pavlantos

Extensive readings in the *Metamorphoses*. Oral reports and a paper. Not offered every year.

306 ST. AUGUSTINE

Mr. Held

Selections from the first nine books of the *Confessions*. Attention is given to the differences between Late Latin and Classical Latin. An introduction to the life and thought of the greatest of the Latin church fathers. Not offered every year.

307 ROMAN ELEGY

Mr. Held

Selected elegies of Catullus, Tibullus, and Propertius are read. The love poetry of the Romans is studied for its style, content and metrics. Not offered every year.

311 LUCRETIVUS

Mr. Held

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science and philosophy. Oral reports and a paper. Not offered every year.

312 PROSE COMPOSITION

Mr. Held

A course designed to increase the student's ability to translate from English into Latin. Includes a thorough grammar review. Not offered every year.

401 VERGIL

Mrs. Pavlantos

A seminar devoted to the study of Vergil's literary style, poetic genius and humanity in the *Aeneid*. No translation will be done in class. Oral reports and a paper. Open to seniors and qualified juniors. Not offered every year.

403 INDEPENDENT STUDY

Staff

Economics and Business Administration

Professors W. F. Railing (Chairman) and Zagars

Associate Professors Baird, Hill, and Williams

Assistant Professor R. M. Gemmill

Instructors Pineno and Sylvester

Lecturer J. M. Railing

Assistants



The department offers a program designed to produce an understanding of economic theory and economic institutions, and to provide students with the specialized tools and knowledge required to analyze the important economic issues in human society. Theoretical and applied courses are offered which meet the needs of students who intend to (1) pursue graduate study in economics, (2) enter graduate professional schools in business administration, law, and related areas, or (3) pursue a career in business or government. Fundamentals rather than techniques are stressed.

A student may select either economics or business administration as his major field. Economics is the social science which is concerned with the study of the operation of various types of economic systems. An economic system is the means whereby human societies answer the important economic problems facing them, such as: how to allocate scarce resources efficiently, how to maintain economic stability, how to foster economic growth, and how to distribute the fruits of economic activity equitably. Business administration is the study of the language, functions, techniques, and creative opportunities involved in the control and operation of the business firm.

Students majoring in economics are required to complete Economics 101-102, 153, 241, 243, 245, and 333, and to select three courses from the following: Economics 242, 301, 303, 305, 324, and 336. Students majoring in business administration are required to complete Economics 101-102, 153, 241, 243, 245, and 366, and to select three courses from the following: Economics

154, one advanced course in accounting, 361, 363, 365, and 367. A student who plans to pursue graduate study in economics or business administration is encouraged to take Mathematics 107, 108, and Economics 242, 351, and 352.

During the first two years of residence, a student who intends to major in economics or business administration should complete Economics 101-102, 153, 241, 243, and 245. Students with ability and industry, who develop an interest in one of these fields will, however, find it possible to major in the department starting at the close of the sophomore year or at the beginning of the junior year without having followed the above program, if they have completed Economics 101-102, and a substantial part of the College distribution requirements.

Economics 101-102 is a prerequisite for all courses offered by the department, except Economics 153, 310, and 363. Upon application by a student, the prerequisites for a course may be waived by the instructor.

The College distribution requirement in social sciences may be satisfied by successfully completing Economics 101-102.

In order to qualify for Departmental Honors, seniors must take Economics 402.

101-102 PRINCIPLES OF ECONOMICS

Messrs. Gemmill, Railing, Williams, and Zagars

The purpose of these courses is to give the student a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. It deals with topics of neoclassical, Keynesian, and post-Keynesian economics such as national income, employment and growth, money and banking, monetary and fiscal policy, the price system, income distribution, and international economics. A student completing these courses should be able to analyze economic problems and reach well-considered judgments on public policy issues.

153 MANAGERIAL ACCOUNTING

Messrs. Baird and Pineno

The primary objective of this course is to have the student grasp the over-all usefulness of accounting to management and to understand and use typical accounting reports of both the external (published) and internal (managerial) types. Special emphasis is put on the role of accounting in enterprise management. The subject matter is presented largely from the point of view of the user, rather than the producer, of accounting data. Repeated in the spring term.

154 FUNDAMENTALS OF ACCOUNTING THEORY

Mr. Pineno

This course studies the recording, classifying, and summarizing phases of accounting for single proprietorships, partnerships, and corporations. Emphasis is on the analysis and interpretation of financial statements from the managerial approach. *Prerequisite:* Economics 153.

241 INTRODUCTORY ECONOMIC AND BUSINESS STATISTICS

Mr. Hill

An introduction to statistical techniques and analysis as used in economics and business. Topics included are measures of central tendency, dispersion, skewness, kurtosis; the normal curve; probability; sampling; inference theory and its application to decision making; and linear correlation. *Prerequisite:* Economics 101-102.

- 242 INTERMEDIATE ECONOMIC AND BUSINESS STATISTICS Mr. Hill
This course introduces more advanced statistical analysis and techniques as they apply to economic and business problems. It includes Chi-square tests; regression analysis and its application to forecasting; non-linear correlation; rank correlation; index numbers and their application; and time series analysis and their decomposition with respect to trend, cyclical, seasonal, and irregular components. *Prerequisite:* Economics 241.
- 243 INTERMEDIATE MACROECONOMIC THEORY Mr. Railing
This course continues the study of the theory of the determination of the aggregate level of economic activity in a free enterprise system, the methods by which a high level of employment and income may be maintained, the causes of inflation and methods of preventing it, and related aspects of monetary and fiscal policy. There is also a brief consideration of social accounting, with special emphasis on the National Income Accounts of the Department of Commerce. Repeated in the spring term. *Prerequisite:* Economics 101-102.
- 245 INTERMEDIATE MICROECONOMIC THEORY Mr. Hill
An advanced study of the theory of consumer demand; the theory of production; the theory of the firm in market conditions of pure competition, monopoly, oligopoly, and monopolistic competition; the theory of factor prices and income distribution; partial and general equilibrium analysis; and a brief introduction to welfare economics, linear programming, and econometrics. Repeated in the spring term. *Prerequisite:* Economics 101-102.
- 253-254 INTERMEDIATE ACCOUNTING Mr. Baird
A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisite:* Economics 153, 154.
- 301 LABOR ECONOMICS Mr. Zagars
A comparative study of the growth of the labor movement. The character of labor problems, union organization and labor legislation in the United States and in other parts of the world are considered. An analysis of labor and management relations from the viewpoint of the employee, the employer, and the public is covered. *Prerequisite:* Economics 101-102.
- 303 MONEY AND BANKING Mr. Gemmill
An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the nature and functions of money and credit, the nature and operation of the commercial banking system, the structure and activities of the Federal Reserve System, monetary theory and the role of monetary policy in the American economy. Emphasis is placed upon the evaluation of current theory and practice in meeting the needs of a dynamic economic system. *Prerequisite:* Economics 101-102.
- 305 PUBLIC FINANCE Mr. Railing
This course is concerned with the principles, techniques, and effects of obtaining and spending funds by governments, and of managing government debt. The nature, growth, and amount of the expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed

by the various levels of government to finance their activities. The growth and size of governmental debt in the United States is also studied. *Prerequisite:* Economics 101-102.

310 CULTURAL, SOCIAL, AND PHYSICAL GEOGRAPHY Mr. Hill

The approach is first to understand the physical elements of our environment. This is followed by a systematic and regional study of the habitable earth with emphasis on resources and their development, and the involvement of cultural, economic, and political institutions. This course satisfies the geography requirement for those students who wish to teach in the public schools.

324 COMPARATIVE ECONOMIC SYSTEMS Mr. Zagars

A comparative analysis of the philosophical, political, and economic principles and tenets of centrally directed economies as opposed to exchange economies. Primary attention is given to factors explaining the evolution and present structure of economic institutions in societies of the Soviet type in relation to the economies of the United States and Western Europe. *Prerequisite:* Economics 101-102.

333 HISTORY OF ECONOMIC THOUGHT AND ANALYSIS Mr. Zagars

A historical study and analysis of economic ideas, institutions, and policies in relation to major forms of social, political, and economic systems. Particular emphasis is laid on the economic thought of the Age of Mercantilism, classical, marginal utility, and neoclassical economics and nationalist and socialist criticisms of this type of economic thought; historical schools and institutional economics, and Keynesian and post-Keynesian development of economic thought and its criticisms. *Prerequisite:* Economics 101-102.

336 INTERNATIONAL ECONOMIC DEVELOPMENT AND TRADE

Mr. Zagars

An examination of the economic and non-economic factors accounting for the economic development and growth of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development is covered. Various theories of economic growth are analyzed and major policy issues are discussed. Attention is also given to the basic theory and practices of international trade and finance. *Prerequisite:* Economics 101-102.



351 APPLICATION OF MATHEMATICS TO ECONOMICS AND BUSINESS

Mr. Railing

This course is designed to introduce the student to the application of calculus and algebra in economic theory, economic measurement, and business administration, and to enable him to carry theory from economic into mathematical terms and vice versa. Readings in the economic and business literature, and problems will be assigned. *Prerequisite:* Economics 101-102, 243, 245, and Mathematics 107, 108.

352 INTRODUCTION TO ECONOMETRICS

Mr. Railing

This course is designed to introduce the student to the application of mathematical economic theory and statistical procedures to economic and business data. Economic theorems will be tested empirically, and readings in the econometric literature and problems will be assigned. *Prerequisite:* Economics 242 and 351.

353-354 COST ACCOUNTING

Messrs. Baird and Pineno

The study of physical and monetary input-output relationships and the use of such productivity and cost studies for managerial evaluation, planning, and control. Practice work is performed in job order, process, and standard costs. Emphasis is placed on managerial control and use of cost accounting data in 354. *Prerequisite:* Economics 153, 154.

355 AUDITING

Mr. Baird

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisite:* Economics 153, 154.

356 FEDERAL TAXES

Mr. Baird

A study of federal taxes, their historical development and current implementation, with particular attention given to the income tax on corporations and individuals. Emphasis is placed on researching of tax problems through use of loose leaf tax services. Some work on the preparation of returns is also included. *Prerequisite:* Economics 153, 154.

361 MARKETING MANAGEMENT

Mr. Pineno

The marketing system is evaluated as a mechanism for the exchange of information, creation of and adjustment to demand, and the sale of products and services. Emphasis is on the managerial approach to the selection, evaluation, and control of price, product line, distribution, and promotion in the marketing program. Marketing case studies are prepared and discussed. *Prerequisite:* Economics 101-102.

363 BUSINESS LAW

Mrs. Railing

An introduction to the field of law with special emphasis on the nature of the sources of law, legal remedies, and the courts. Contracts and negotiable instruments are among the areas covered. Repeated in the spring term.

365 PERSONNEL MANAGEMENT

Mr. Williams

The changing nature of the management commitment, and the essential techniques, attitudes and areas of responsibility that contribute to a sound personnel program are presented. Both the functional context and the behavioral factors and implications that underlie individual and group behavior in the work situation are studied. Additional time is spent on the nature of the decision-making processes, as they affect the individual and the organization. *Prerequisite:* Economics 101-102.

366 BUSINESS MANAGEMENT

Mr. Williams

The language, background and need for scientific management and the changing social responsibilities and management's response are presented. The major functional areas of internal and external activities of an organization are studied. The attributes of good administration and administrative practices are emphasized. The decision-making processes and the place of the computer in modern management are considered. The key position the professional manager holds in the firm and the economy is stressed. *Prerequisite: Economics 101-102.*

367 BUSINESS FINANCE

Mr. Gemmill

An introduction to the principles, practices and institutions involved in the acquisition and administration of funds by the business firm, with emphasis upon the corporate form. Coverage includes asset management, sources and costs of capital, the money and capital markets, business expansion, failure and reorganization. Emphasis is upon the application of economic theory and the basic decision theory to the financial problems and practices of the firm. *Prerequisite: Economics 101-102.*

402 SENIOR SEMINAR

Mr. Railing

Open to senior majors with the consent of the department. Research papers on contemporary economic problems are prepared and discussed. Seniors must take this course to qualify for Departmental Honors.

Education

Professor Rosenberger (Chairman)

Associate Professor Johnson

Assistant Professors J. T. Held
and Slaybaugh



The primary purposes of teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts pertaining to the art of instruction, a thorough understanding of educational problems, and actual participation in activities of the classroom through student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 23–27.

101 EDUCATIONAL PSYCHOLOGY

Mr. Johnson

The development of the individual and psychological principles of learning are extensively investigated. An introduction to evaluating and reporting pupil progress, and the statistics necessary for analyzing test data. Repeated in the spring and January terms. Psychology 101 or 103 recommended as background.

303 EDUCATIONAL PURPOSES, METHODS AND EDUCATIONAL MEDIA: SECONDARY

Messrs. Johnson and J. T. Held

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisite:* Education 101. Repeated in the spring term.

304 TECHNIQUES OF TEACHING AND CURRICULUM OF SECONDARY (subject)

The secondary subjects are: Biology, Chemistry, English, French, Spanish, German, Latin, Mathematics, Health and Physical Education and Social Studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall term.

306 EDUCATIONAL PURPOSES, METHODS, AND INSTRUCTION MEDIA IN SOCIAL STUDIES, ART, MUSIC, HEALTH AND PHYSICAL EDU- CATION

Mr. Slaybaugh

The philosophy and approach to teaching social studies and geography in the elementary school. The correlation of art, music, health and physical education with other elementary subjects. Study of art, music, and physical education as background for assisting the special teacher. Use of appropriate educational media. *Prerequisite:* Education 101.

J37 ELEMENTARY SCHOOL SCIENCE: PURPOSES, METHODS AND IN- STRUCTIONAL MEDIA

Mr. Slaybaugh

Scientific principles for mastery by the elementary pupil in conjunction with appropriate experimental procedures: Lecture laboratory, demonstration classes, instructional media, and field trips are designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 101. Offered only in the January term.

309 SOCIAL, HISTORICAL AND COMPARATIVE EDUCATION

Mr. Rosenberger

The relationship of the modern school to society and its historical development. The study of education in major foreign countries. Repeated in the January and spring terms.



328 PRINCIPLES OF GUIDANCE

Mr. Rosenberger

The principles and practices of counseling and guidance. The systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisite:* Education 101.

331 FOUNDATIONS OF READING INSTRUCTION AND THE LANGUAGE ARTS

Mr. Slaybaugh

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids. *Prerequisite:* Education 101.

334 CORRECTIVE READING

Mr. Slaybaugh

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading. Diagnosis and remedial tutoring of elementary school pupils who have reading problems. *Prerequisite:* Education 331.

401-402 STUDENT TEACHING—ELEMENTARY

Mr. Slaybaugh

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. *Prerequisite:* Education 306, 307, 331 and Mathematics 180. Repeated in the spring term.

403-404 STUDENT TEACHING—SECONDARY

Messrs. Rosenberger and J. T. Held

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. *Prerequisite:* Education 101 and 303. Repeated in the spring term.

451 INDEPENDENT STUDY

Guided reading and research under the supervision of a member of the staff. *Prerequisite:* Permission of the chairman of the department; only for special students.



English

Professors Geyer (Chairman), Lindeman, Pickering, and Stewart

Associate Professors E. J. Baskerville, Bolich, and Schmidt

Assistant Professors Clarke, Locher, and McLennand

Instructors Myers and Smith

Lecturers M. Baskerville and Hartzell

The courses offered by the department are designed to train students to express their thoughts correctly and effectively through spoken and written language and to understand, interpret, and assimilate as fully as possible the thoughts and experiences of the great creative and imaginative minds of our English and American literature.

Through a close and vital relationship with literature of true worth the student may obtain many of the values generally associated with a liberal arts education: self-discovery, an enlargement of sympathy and understanding, greater toleration for others, and growth of the spirit and the imagination. In addition, the program in English is excellent preparation for careers in teaching, publishing, journalism, and government service and for graduate study leading to advanced degrees in English, the ministry, and library work.

The department believes that a well-balanced program for a major in English should include (1) some knowledge of the history of the English language and of English as a system; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary

forms or genres; (4) knowledge of the literary history of England and America; (5) study in depth of the work of one author of significance.

The requirement for a major is nine courses in English and American language and literature. All majors are required to take English 111, 112 and the fall term of Literary Foundations of Western Culture (G.E. 103), normally in the freshman or sophomore year. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 301, 302
- II. Literary Forms or Genres (1 course): English 222, 321, 322, 323, 324, 326, 327, 328, 329, or 332
- III. Literary History (2 courses from group a: literature before 1798; 2 courses from group b: literature since 1798):
 - a. English 331, 334, 337, 341, 342
 - b. English 345, 348, 351, 352, 215, 216, 315
- IV. Single Author (1 course): English 362, 365, 366, 368

January term courses that may be used to fulfill the group requirements will be clearly indicated in each January term catalogue.

History 131, 132, 203, 204 and Philosophy 211, 221, and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses.

The following courses may be used toward fulfilling the distribution requirement in literature: English 111, 112, 123, 215, 216, 222, 315, 321, 322, 323, 324, 326, 327, 328, 329, 331, 332, 334, 337, 341, 342, 345, 348, 351, 352, 362, 365, 366, 368, G.E. 103, 104, 121, 124, 301, 302, and designated January term courses.

Majors planning to teach in the secondary schools are required to complete ten courses in English, or nine courses in English and Speech 101. The courses required for those planning to teach are English 215, 301, and either 365 or 366. Speech 101 is recommended. Also, the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English.

English 101, 123, 205, 206, 305, General Education 121, 124 and courses in Speech and Theatre Arts may not be counted toward a major in English.

THE STUDY AND USE OF THE LANGUAGE

101 ENGLISH COMPOSITION

Staff

Aims to develop the student's ability to express himself in clear, accurate, and thoughtful English prose through training in the principles of composition and considerable practice in expository writing, including the production of a research paper. Not limited to freshmen. Repeated in the spring term.

205, 206 THE WRITING OF FICTION, POETRY, AND DRAMA Mr. Clarke

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in Art, Music, Creative Writing, or Theatre Arts.

305 THE WRITING OF POETRY AND SHORT FICTION: ADVANCED

Mr. Clarke

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisite:* English 205-206.

301 MODERN GRAMMAR

Mrs. McLennand

Modern analytical methods of describing the English language are studied against a background of traditional grammar. Emphasizing the organizational principles of language, the course aim is understanding of essential technical vocabulary, the main outlines of English syntax, fundamentals of transformational grammar, and the linguistic fact that English is a complex system of recurring patterns.

302 HISTORY OF THE ENGLISH LANGUAGE

Messrs. Pickering and Baskerville

An historical study of the vocabulary, morphology, and phonology of the language will extend from the Anglo-Saxon/Old English period through the Nineteenth Century. Approximately four weeks will be spent on Anglo-Saxon, five weeks on Middle English, and four weeks on developments since the Renaissance.

THEORY AND PRACTICE OF CRITICISM

111, 112 LITERARY ANALYSIS AND SCHOLARSHIP

Mr. Geyer, Mrs. McLennand, and Miss Stewart

Aims to introduce the student to the various critical approaches to literature. Analysis of those elements intrinsic to the poem, play, and novel viewed as works of art producing unique aesthetic experiences: language, formal structure, thought pattern, conventions, and modes. Also deals with bibliographical techniques requisite to literary research.

372 THEORIES OF LITERATURE

Mr. Lindeman

Undertakes to examine and compare the various ways in which man has regarded literary art: its sources, forms, and purposes. The history of critical theory is surveyed, from Plato and Aristotle to the present, with emphasis placed upon the modern period. Representative documents are read and discussed.

FORMS AND GENRES

G.E. 121 STUDIES IN THE NOVEL

Messrs. Pickering and Smith

For course description, see General Education.

123 THE NATURE OF POETRY

Messrs. Baskerville and Lindeman

A detailed study of selected poems, chiefly British and American, through critical analysis of form, structure, and meaning. Designed primarily for the non-major. Repeated in the spring term.

G.E. 124 STUDIES IN THE DRAMA

For course description, see General Education.

222 THE SHORT STORY

Mr. Locher

An intensive study of the short story as a literary form, with some attention to its historical development and discussion of technique and theory. Repeated in the fall term.

332 MEDIEVAL NARRATIVE

Mr. Pickering

The course will investigate, by means of a variety of examples, the forms and development of Medieval narrative in both poetry and prose from Late Classical times to the 16th Century. The semester's work will compare saga, epic, and romance and will sample the techniques and forms of medieval allegory from Prudentius to Sir Thomas Malory.

321, 322 THE ENGLISH NOVEL

Mrs. McLennand

A study of the form and content of the English novel as the genre developed from Defoe to Scott in the eighteenth century (English 321) and from Scott to Conrad in the nineteenth century (English 322); discussions cover works representative of types ranging from picaresque adventure to sociological problem, from the comic to the tragic.

323, 324 TWENTIETH CENTURY FICTION

Mr. Geyer

The form and content of a representative selection of English and American novels and, occasionally, short stories written between 1890 and the present will be studied in their social and intellectual context. English 323 is devoted to fiction from 1890 to 1940 and will concentrate on James, Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present and will concentrate on Warren, Bellow, Malamud, Updike, Amis, Sillitoe, Greene, Murdoch, and others.

326, 327 BRITISH DRAMA

Mr. Myers

Beginning with the liturgical and homiletic drama of the Middle Ages, English 326 examines (exclusive of Shakespeare) the genesis and evolution of British comedy, tragicomedy and tragedy up to the closing of the theaters in 1642. English 327,



stressing the continuity of the comic and heroic modes throughout the Commonwealth Era, focuses upon the course of British drama from the Restoration through the Victorian Period.

328, 329 TWENTIETH CENTURY DRAMA

Mr. Schmidt

A representative study will be made of the major figures in international drama from Ibsen to the present. The first term will include Ibsen, Strindberg, Shaw, Chekhov, Synge, O'Neill, and others. The second term will begin with writers after World War II and will include Miller, Williams, Beckett, Ionesco, Genet, Albee, and others.

LITERARY HISTORY

215, 216 HISTORY OF AMERICAN LITERATURE

Mr. Locher

A chronological survey of American literature from colonial days to the present with emphasis on historical context. Writings other than belles-lettres will be studied, particularly in the earlier years. The fall term ends with Mark Twain; the spring term carries through to major contemporaries.

315 READINGS IN NINETEENTH CENTURY AMERICAN LITERATURE

Mr. Locher

A one term course designed to explore in depth the writings of a number (usually three) of the major figures of 19th Century American literature. The subject writers will be drawn from among the following: Hawthorne, Melville, Whitman, Poe, Emerson, Thoreau, Dickinson, Twain, and Howells. The student will be expected to become acquainted with not only the primary material but also the bibliography of comment and criticism upon the respective authors.

331 MEDIEVAL LITERATURE

Mr. Baskerville

A careful sketch of the development of Western literature from the Patristic age through the Carolingian revival precedes a detailed study of the Twelfth Century literary renaissance. Among the major subjects of study are Anglo-Saxon poetry and prose, Middle English lyric, the Arthurian legend, Courtly Love, the Tristan and Isolde story, and the Grail legend. The course complements, but does not overlap, English 332, Medieval Narrative.

334 RENAISSANCE LITERATURE

Mr. Baskerville

The course deals mainly with the English prose and poetry of the Renaissance. Attention is concentrated on selected ideas and genres that are typical of the period, especially on Humanism and the Courtier; the sonnet and the pastoral; and the prose romances. The work of Edmund Spenser is used to summarize the highest achievement of the English Renaissance in nondramatic literature.

337 THE SEVENTEENTH CENTURY

Mr. Smith

A study of English poetry and prose written during the period extending from the last years of Elizabeth to the Restoration. Styles are examined, analytical categories are attempted, and prevailing ideas and interests of the age are identified and illustrated. The works of Milton and the drama are excluded.

341, 342 LITERATURE OF THE RESTORATION AND EIGHTEENTH CENTURY

Miss Stewart

The primary focus is upon a critical analysis of the prose and poetry written between 1660-1798. The influences upon the ideals, style, and forms—critical

theory, rationalism, classical literature, and political, religious, and social developments—are studied. The student is asked to analyze what makes the period distinct and also to identify those characteristics which show continuity with the past and those tendencies which foreshadow future literary developments. English 341 is devoted to the literature from 1660–1740 and concentrates upon the work of Dryden, Defoe, Steele, Addison, Swift, and Pope. English 342 is devoted to the literature from 1740 to 1798 and concentrates upon the work of Thomson, Collins, Gray, Fielding, Johnson, Boswell, and Goldsmith. The drama and novel are excluded.

345 THE ROMANTIC PERIOD

Mr. Geyer

A large body of poetry and selected prose published between 1783 and 1850 by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats is carefully examined. Attention is given to the historical and intellectual background.

348 THE VICTORIAN PERIOD

Mr. Geyer

An intensive study of the major English prose writers and poets and their reaction to the social, economic, political, and aesthetic problems of the nineteenth century. Special attention is devoted to Carlyle, Tennyson, Browning, Arnold, Rossetti, Morris, and Swinburne.

351, 352 TWENTIETH CENTURY POETRY Messrs. Lindeman and Clarke

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Gerard Manley Hopkins, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Robert Lowell, Richard Wilbur, W. D. Snodgrass, Theodore Roethke, and Allen Ginsberg.

395 ENGLISH LITERARY HISTORY

Mr. Lindeman

A detailed study of the facts and developments of English literature from the beginning to the present, seen in their relationship to social and political history and to the history of thought. Some illustrative literary materials are read, and attention is given to bibliography and methods of research. This course is designed to prepare students for graduate study in English literature and is open to seniors only.

MAJOR AUTHORS

362 CHAUCER

Mr. Pickering

With careful scrutiny of the intellectual and physical world of the Middle Ages, the five major poems of Geoffrey Chaucer (including *Troilus and Criseyde* and *The Canterbury Tales*) are examined, marking the poet's debt to his French and Italian predecessors and contemporaries, his use of classical techniques and examples, and the final development of his original genius.

365, 366 SHAKESPEARE

Mr. Myers

By means of a careful analysis of language, characterization and structure in each of the numerous plays considered, this course seeks to communicate an under-

standing both of Shakespeare's relation to the received traditions of his time, and of his achievement as one of the most important figures in Western literature. The fall term will focus upon the comedies, the dramatic romances and the satiric plays; the spring upon the histories and the tragedies.

368 MILTON

An intensive study of the chief works, the life and the times of Milton.

401, 402 SENIOR SEMINAR

Staff

Provides an opportunity for a limited number of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of written papers and oral reports. Permission of the instructor required.

SPEECH

101 PUBLIC SPEAKING

Mr. Bolich

A study of the basic principles of public address. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile materials. Frequent practice in speaking before an audience. Repeated in the spring term.

201 ADVANCED PUBLIC SPEAKING

Mr. Bolich

The adaptation of public address to various purposes: to entertain, to convince, and to induce to action. A portion of the course is devoted to an appreciation of public address as an art form. *Prerequisite:* Speech 101.

301 VOICE AND DICTION

Mr. Bolich

Study of the International Phonetic Alphabet, voice production, pronunciation, and speech disorders.

302 ARGUMENTATION AND DISCUSSION

Mr. Bolich

An introduction to the principles of argumentation. The discovery, selection, and evaluation of evidence and its use in the construction of oral arguments. Discussion and conference leadership are considered.

303 ORAL INTERPRETATION

Mr. Bolich

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature. Considerable attention to the appreciation of good oral interpretation by use of recordings.

304 RADIO SPEECH

Mr. Bolich

Radio as a means of communication and as a social agency. The principles of radio speaking and script writing.

THEATER ARTS

Only Theatre Arts 202 may be used to fulfill the distribution requirements in Art, Music, Creative Writing, or Theatre Arts.

202 HISTORY OF THE THEATER

Mr. Schmidt

A survey of the theater from primitive man to the present. Emphasis will be placed upon the Classical, Medieval, Elizabethan, Neoclassic, and Modern periods, with

special attention devoted to the continuity of theater through the ages, the particular relevance of theater design and production techniques to the plays of the periods, and the relationship between each period and the theater which it nurtured. In addition, students will be expected to analyze at least one work from each period in light of the theater of which it was a part.

301 PLAY PRODUCTION

Mr. Schmidt

A study of theater from book to curtain. All major phases of the production of a play will be analyzed—direction, acting, set design, lighting, make-up, costuming, publicity, and theater management—with particular attention devoted to direction. Students will be expected to present at the conclusion of the term a director's study of a full-length play, and in addition will direct scenes in class as well as act in other scenes. The actual construction and painting of scenery is an integral part of the course.

310 DIRECTING

Mr. Schmidt

The study of the theory and technique of the art of the director: the historical role of the director; how the director selects a play and the criteria he employs; the analysis of a play; tryouts and casting; the purpose and technique of blocking; graphic composition and symbolic movement; stage movement and stage business; the director as a scenic artist; central staging; directing period drama; how the director relates to backstage and front-of-the-house. Students will be required to direct a number of scenes in class and to stage and produce a one-act play.

315 ACTING

Mr. Schmidt

The study of the theory and techniques of the art of the actor: the various schools and styles of acting; the analysis of a part; the interpretation of a role; the building of a characterization; voice technique for the stage; the use of pantomime, including the study of gesture and movement.



French (see Romance Languages and Literatures)

General Education



In view of the growing complexity of our civilization and our increasing awareness of individual responsibility, it has become apparent that premature specialization and the departmental isolation of students and teachers are no longer either ethically defensible or socially practicable. An education valid for our world must find its basis in an integrated understanding of man in his essential roles: living creature in the natural universe, inheritor of a rich and significant past, participant in human institutions, and discoverer and creator of patterns and values which give meaning to human existence. Similarly, the wise choice of a vocation and adequate training in its special techniques must be based upon an inclusive knowledge of the chief fields of human endeavor and some appreciation of the special potentialities and obligations of the various callings.

In an attempt to provide these foundations for its students, the College has established the following general courses which carry no departmental prerequisites. Additional General Education courses will be offered in the January term.

101, 102 IDEAS AND INSTITUTIONS OF WESTERN MAN

Staff

A course introducing the student to an inter-disciplinary study of the problems of contemporary western civilization through the study of documents illustrating the ideas and institutions of western man since the Medieval period, with some attention to the Classical-Judaic beginnings. The fall term studies characteristic ideas and institutions affecting economic, political and religious developments during the

Middle Ages, Renaissance, Reformation and Enlightenment. The spring term concentrates on the western world since the French and American Revolutions. Fulfills distribution requirement in History, Philosophy, or Religion.

103, 104 LITERARY FOUNDATIONS OF WESTERN CULTURE Staff

A study of the major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents. The authors included range from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. Complete texts are read and discussed, and the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

105 HISTORY OF PAINTING FROM 1300-1600 Mr. Qually

A survey of late Medieval, Renaissance, and Mannerist painting in Italy and Northern Europe with attention to the religious, philosophical, and social impact upon iconography, style, and changing concepts of space. Critical analysis of the works of major painters and their inter-relationship. Slide lectures and extensive picture files support an introduction to the understanding of visual form. Fulfills distribution requirement in Art, Music, Theatre Arts, or Creative Writing. Counts toward an Art major. Alternate years; offered in 1969-70.

107 HISTORY OF ARCHITECTURE AND SCULPTURE Mr. Annis

An historical survey and critical analysis of the development of mass, volume, and space from ancient Egypt through the Baroque period in Europe, with major emphasis on architecture. Fulfills distribution requirement in Art, Music, Theatre Arts, or Creative Writing. Counts toward an Art Major. Alternate years; offered 1970-71.

121 STUDIES IN THE NOVEL Messrs. Pickering and Smith

An intensive study of selected novels, which will be examined for their literary qualities and, when relevant, for their historical, philosophical, religious, political, and sociological implications. Designed primarily for non-English majors. Fulfills distribution requirement in literature. Repeated in the spring term.

124 STUDIES IN THE DRAMA

An intensive study of selected plays, which will be examined both for their literary qualities and, where relevant, for their historical, philosophical religious, political, and sociological implications. Designed primarily for the non-English majors. Fulfills distribution requirement in literature. Repeated in the fall term.

227, 228 CIVILIZATION OF INDIA Mrs. Gemmill

The first course deals with cultural developments from the Indus Valley Civilization to the coming of the Muslims, with emphasis on religion, social organization, and the arts. The second includes an investigation of historical factors underlying contemporary political, social, and economic problems. Lecturers from various fields will appear in both courses. Fulfills distribution requirement in History, Philosophy, or Religion.

301, 302 LITERATURE OF MODERN WESTERN CULTURE Messrs. Lindeman and Mr. Loose

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the

French and Russian realists, Proust, Gide, Kafka, Mann, Camus, and Beckett. Fulfills the distribution requirement in literature.

303 THE DEVELOPMENT OF THE SCIENCES OF MAN

Mr. Darrah

The relation of the tradition of the biological sciences to the intellectual interests of contemporary man. Interpretation of the human environment, man himself considered objectively, and the human values intrinsic in science. Does not fulfill a distribution requirement.

312 THEOLOGY AND LITERATURE

Mr. Loose

Representative theological writings are read critically to bring into focus the dominant religious ideas influencing Western culture since 1800. Novels of the modern period are analyzed and interpreted to discern the form and content given to those ideas by men of letters. May be used toward fulfilling the distribution requirement in History, Philosophy, or Religion, or in literature.

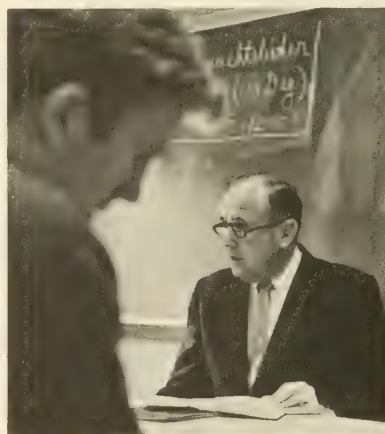
352 MODERN POLITICAL THOUGHT

Mr. Tannenbaum

Systematic examination of the important political ideas and philosophers of the nineteenth and twentieth centuries. Treats the historical circumstances which motivated the writer, his philosophical and religious views of human nature and alienation, the philosophical assumptions which led to his political ideas, as well as such traditional concerns of political philosophy as the purpose of the state, the role of institutions, constitutionalism, and civil liberties. Does not fulfill distribution requirement.

German Russian Languages and Literatures

Professor Schneider (Chairman)
Assistant Professors Collier and Crowner
Instructors Reid and Ritterson



One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning

and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an intelligent and informed understanding of the German and Russian people and a more meaningful appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as reading and writing.

A major is offered only in German and consists of a minimum of eight courses beyond the level of German 202, including 301, J4, 327 and 328. For the prospective secondary school teacher of German, the specific course requirements in the major include 301, J4, 311, 312. Also required of prospective teachers is Education 304, Techniques of Teaching and Curriculum of Secondary German, but this course does not count toward the German major.

Since it is the conviction of the department that the major should involve a well-integrated program of learning, appropriate additional courses in other departments will be strongly recommended.

German 201-202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise. The following courses may be offered in fulfillment of the distribution requirements in literature: German 321, 322, 323, 324, 325, 326, 327, 328, and designated January term courses.

The distribution requirement in foreign language may be satisfied by completion of German or Russian 201-202 or of any 300-level course, or by demonstration of equivalent achievement in an Advanced Placement or departmental qualifying examination.

GERMAN

101-102 ELEMENTARY GERMAN

Staff

Essentials of grammar, composition, pronunciation. Oral and written work. Graded elementary reading. Use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201-202.

201-202 INTERMEDIATE GERMAN

Staff

Continuation of the work of German 101-102. Progressively more difficult reading, in class and outside, selected to introduce the student to German literature and civilization. Use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 101-102 or its equivalent.

301 ADVANCED GERMAN

Mr. Ritterson

A course on the advanced level providing practice in the skills of reading, writing, listening comprehension, and conversation. Use of audio-visual cultural materials and correlative drill in the language laboratory.

311, 312 SURVEY OF GERMAN CULTURE

Mr. Schneider

A study of the cultural history of the German people from their beginnings to the present, including an appreciation of their major contributions to the world's cultural heritage.

321, 322 GERMAN LITERATURE OF THE EIGHTEENTH CENTURY

(exclusive of Goethe)

Mr. Schneider

Lectures and recitation. A study of German literature of the Enlightenment, Storm and Stress, and Classicism, with emphasis on Lessing in the fall term and on Schiller in the spring term. Critical reading and analysis in class of representative works. Outside reading and reports. Alternate years; offered 1970-71.

323, 324 GERMAN LITERATURE OF THE NINETEENTH CENTURY

Staff

Lectures and recitation. A study of German literature from 1790 to 1870 with emphasis in the fall term on Romanticism and in the spring term on the writers of Young Germany, Regionalism, and Poetic Realism. Critical reading and analysis in class of representative works. Outside reading and reports. Alternate years; offered 1970-71.

325, 326 GERMAN LITERATURE OF THE TWENTIETH CENTURY

Mr. Crowner

Lectures and recitation. A study of German literature from 1870 to the present with emphasis in the fall term on the writers of Naturalism, Impressionism, and Neo-Romanticism, and in the spring term on the writers of Expressionism and those since World War I. Critical reading and analysis in class of representative works. Outside reading and reports. Alternate years; offered 1969-70.

327 GOETHE'S LIFE AND WORKS (exclusive of Faust)

Mr. Schneider

Lectures and recitation. Critical reading and analysis in class of the chief literary works of Goethe exclusive of Faust. Outside reading and reports. Designed to acquaint the student with the life and thought of Goethe, his position in the classical literature of Germany, and his influence on the thought and literature of the world up to the present. Alternate years; offered 1969-70.

328 GOETHE'S FAUST

Mr. Schneider

Lectures and recitation. An intensive reading and analysis of the work in class. A study of its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports. Alternate years; offered 1969-70.

J4 INTRODUCTION TO LITERARY ANALYSIS

Mr. Ritterson

A course designed to acquaint the student of German literature with the principal theories and modes of literary study in his field and with the materials at his disposal in engaging a literary text. The course intends to survey the history of German literary criticism in Germany and America, it will examine current theories and practices as represented by leading Germanists, and it will consider genre as one of the primary considerations in the approach to interpretation. Attention will be given as well to the task of ordering and establishing evidence from secondary sources. Required of majors in German. Alternate years in the January term; offered 1970. *Prerequisite:* German 301 or its equivalent.

RUSSIAN

101-102 ELEMENTARY RUSSIAN

Mr. Collier

In the fall term emphasis is placed on pattern drill; pronunciation and active oral involvement on the part of the student are stressed. The spring term is a process of consolidation and deepening of work covered in the fall term. Introduction of reading texts. Supplementary drill in the language laboratory.

201-202 INTERMEDIATE RUSSIAN

Mr. Collier

Consolidation of the first year's work. Reading and discussion of texts in Russian, using pre-Revolutionary and Soviet material. *Prerequisite:* Russian 101-102 or its equivalent.

409, 410 INDIVIDUAL READINGS IN RUSSIAN

Mr. Collier

An individual program of directed readings. Topics are to be arranged by consultation between student and instructor.

Greek (see Classics)

Health and Physical Education

Associate Professors Haas (Chairman), Kenney, and Wescott

Assistant Professors Biser, Brownley, Hulton, Hummel, Reider, and Shoemaker

Instructors Chronister and R. D. Smith

Assistants



The general aim of this department is to contribute to the total development of young men and women by emphasizing the physical side of their lives. Programs are designed to develop skill, competence and lasting interest in healthful physical activities, to maintain optimum fitness through exercise, and to provide instruction in habits of living which will promote the student's physical and mental well-being both in College and afterward.

Four quarter courses in Health and Physical Education are required for a Bachelor of Arts degree. These are taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. Male students take courses HPE 101, 102, 201, and 202. Women students take courses HPE 103, 104, 203, and 204. Included in these courses is instruction in healthful living, required of all students; physical fitness, required of all men; modern dance, required of all women; and a variety of skill activities which may be elected by the students. Special adaptive and corrective physical education instruction is required of students who are unable to participate in the regular programs. In addition, all students enrolled in the required physical education program must pass a standard swimming test before graduation.

Men students are assessed ten dollars each fall and spring term for rental of uniforms, for regular gymnasium laundry service, and for use of lock and locker. This amount is due and payable at the first class meeting of the fall term and of the spring term.

The department also offers an approved teacher training program for men and women. Prospective majors should schedule Biology 101, 102 and HPE 112 in their freshman year. For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum in Secondary Health and Physical Education.

Required for a major are the following courses: the four freshman and sophomore basic activities courses, 112, 210, 211, 317, 318, 320, 324, 331, and 450 plus three quarter courses (301, 302, 304). Professional education courses required are Ed. 101 or J11, Ed. 303, Ed. 304, Ed. 309 or J39, and Ed. 403-404.

Non-majors who wish to become teacher-coaches are advised to take the following courses: HPE 317, 318, 307 or J11, and J15.

In addition to the required programs in health and physical education and the major program, the department offers extensive voluntary programs in intramural sports and in intercollegiate athletics for both men and women.

101, 102, 201, 202 BASIC ACTIVITIES: MEN

Staff

Skill instruction and participation in a variety of individual and team activities. Health instruction and activity programs leading toward development and maintenance of physical fitness. Special sections for health and physical education major students.

¼ course each



103,104, 203, 204 BASIC ACTIVITIES: WOMEN

Staff

Includes required courses in health and modern dance and a variety of elective skill activities. Two different activities are engaged in each term. Special sections for health and physical education major students.

1/4 course each

301, 302, 304 MAJOR SKILLS

Staff

Skill development and methods and techniques of class organization and instruction for a variety of physical education activities. For junior and senior health and physical education major students, both men and women, who may take them singly in addition to the normal four course limit in the fall and spring terms.

1/4 course each

112 FOUNDATIONS OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Mr. Wescott

This course serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

210 HEALTH AND SAFETY SERVICES

Mr. Biser and Mr. Smith

The official Red Cross Beginners' First Aid course, with emphasis on symptom recognition and skill training in all procedures. The various aspects of Civil Defense and of accident prevention are pursued. Teaching methods and techniques in basic swimming strokes, diving, lifesaving, and water safety are learned. *Prerequisite:* Basic swimming skill.

- 211 PERSONAL AND COMMUNITY HEALTH Miss Kenney and Mr. Reider
An examination of contemporary health practices with recognition of the need for scientific approaches in solving individual and community health problems. An analysis is made of the school health program including health services, environmental factors, and the techniques, materials, and curricular organization used for successful health instruction.
- 307 THEORY AND TECHNIQUES OF COACHING AND OFFICIATING Mr. Shoemaker
This course will include the ethics of coaching and officiating, the study of principles and techniques in teaching the following major sports: football, basketball, swimming, wrestling, track and field, and baseball. This course involves laboratory as well as classroom experience.
- 317 ANATOMY AND PHYSIOLOGY Mr. Brownley
A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body.
- 318 KINESIOLOGY AND APPLIED PHYSIOLOGY Mr. Brownley
A study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and inter-relationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics.
- 320 ADAPTED PHYSICAL EDUCATION AND HEALTH INSPECTION
Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied and exercises are adapted to individuals to allow more complete personality development through activity.
- 324 ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION Mr. Haas
Administrative and legal problems, personnel relations, social interpretations, budgets and finance, and plant and office management.
- 331 MEASUREMENT AND EVALUATION IN HEALTH AND PHYSICAL EDUCATION Mr. Biser
A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.
- 450 SENIOR PROFESSIONAL SEMINAR Staff
This seminar course is designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. Research methods will be developed through a study of current problems in this field.
- 452 INDEPENDENT RESEARCH Miss Kenney
Fundamental techniques in research. An independent study of research completed and needed. Special study in areas of particular interest or concern.



History

Professors Bloom (Chairman), Crapster, and Glatfelter
Associate Professors Bugbee and Stemen
Assistant Professors Fick and Forness
Instructor Martin
Lecturer J. P. Gemmill

The department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done" by men in the past. Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard

by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and individually directed reading, the department encourages the student to develop as a liberally educated person. Courses which the department offers help prepare students for graduate study and for careers such as teaching, law, the ministry, public service, and business.

For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary History.

Requirements for a major are nine courses, including History 300 (normally in the junior year) and History 400 (in the senior year). All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history. All courses listed except History 300 are acceptable toward fulfilling the distribution requirement in History, Philosophy, or Religion, as are also Greek 151 (Greek History), Latin 151 (Roman History), Spanish 318 (The Essence of Spain), French 316 (History of French Civilization). Three courses taught outside the department may also be counted toward a History major.

Students planning on graduate study in history are strongly urged to take courses in literature. English majors and pre-law students are advised to take History 203, 204.

101, 102 HISTORY OF EUROPE SINCE 1500 Miss Martin and Mr. Fick

These two courses deal with the political, social, and economic developments in Europe from the Reformation to the present. The first course concerns major developments to the outbreak of the French Revolution. The second centers its attention on nineteenth and twentieth century currents.

131, 132 HISTORY OF THE UNITED STATES

Messrs. Bloom, Glatfelter, Bugbee, Stemen, and Forness

These two courses provide an introduction to advanced courses in American history as well as a survey for non-history majors. They deal with the development of the American nation from the early discoveries to the present, with the breaking point at 1865.

203, 204 HISTORY OF ENGLAND

Messrs. Fick and Crapster

Surveys English history from Roman times to the present, emphasizing institutional and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714. History 203 is offered in alternate years; offered 1970-71. History 204 is offered each year.

221, 222 HISTORY OF EAST ASIA

Mr. Stemen

The first course covers East Asian civilizations to approximately 1800. The second concentrates on East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century.

G.E. 227-228 CIVILIZATION OF INDIA

Mrs. Gemmill

Course description included under General Education.

300 HISTORICAL METHOD

Mr. Glatfelter

A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisite:* Two courses in history.

311, 312 MEDIEVAL EUROPE

Mr. Fick

History 311 examines the reunification of Western Europe in the age of the Carolingians, the establishment of the German Empire in the early Middle Ages, and the early struggles between Papacy and Empire. History 312 has as its central theme the rise and decline of medieval civilization and the rise of strong monarchies in Western Europe. Some attention is given to the civilizations of Byzantium and Islam.

313 THE RENAISSANCE AND REFORMATION

Mr. Fick

This course treats the many aspects of the breakup of medieval civilization with the new institutions, concepts, and movements that replaced or altered that civilization. It ends at the middle of the sixteenth century with the rise of Protestantism and the strong movement for reform within the Roman Church.

314 THE AGE OF ABSOLUTISM

Mr. Fick

Beginning with the sixteenth century wars of religion, this course continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," and the rise of new powers by 1700. Considerable attention is given to economic, cultural, and social developments of the period, with some aspects of the eighteenth century discussed.

315 THE AGE OF THE FRENCH REVOLUTION

Mr. Crapster

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution, this course considers developments in France and her relations with the rest of Europe between 1789 and 1815. Not offered 1969-70.

316 EUROPE FROM 1815 TO 1871

Miss Martin

This course examines European history from the Congress of Vienna to the unification of Germany. Special emphasis is placed upon the revolutionary and unification movements. Considerable note is made of the development of socialist thought as a revolutionary force. Alternate years; offered 1969-70.

317 EUROPE FROM 1871 TO 1919

Miss Martin

Concentrating on the political and diplomatic affairs of the leading European states, this course examines the origins and the conclusion of the First World War 1914-1918. Alternate years; offered 1970-71.

318 EUROPE SINCE 1919

Miss Martin

The subject matter of this course begins with the international and internal problems confronting Europe after the Treaty of Versailles was signed. Emphasis is placed on the rise of National Socialism, the origins of the Second World War, and the intrusion of Soviet Russia into postwar Europe. Alternate years; offered 1970-71.

321 MODERN CHINA

Mr. Stemen

This course reviews Chinese history since the Opium War of the nineteenth century with emphasis on the Nationalist and Communist revolutions.

326 RUSSIA IN THE NINETEENTH CENTURY

Miss Martin

Beginning with the Napoleonic period and ending with the Russian Revolution of 1917, this course traces the growth of revolutionary movements and ideas in nineteenth century Russia. Investigation of political, economic, and social conditions with some utilization of Russian literature of the period is included. Alternate years; offered 1969-70.

331 AMERICAN CONSTITUTIONAL HISTORY

Mr. Bloom

After a brief look at European backgrounds and the political thought and practice of the American colonial period, this course considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on both federal and state levels. Alternate years; offered 1969-70.

332 DIPLOMATIC HISTORY OF THE UNITED STATES

Mr. Stemen

The foreign relations of the United States since the American Revolution constitute the subject matter of this course. Emphasis is given to twentieth century developments.

333 AMERICAN ECONOMIC HISTORY

Mr. Bloom

The historical developments examined include the economic incentives for colonial settlement, for revolutionary change 1776-1789, for the westward movement, for development of transportation, for the conflict between industrial classes, for the debate over an adequate currency, and for the coming of government regulation of business. Alternate years; offered 1970-71.

335, 336 SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES

Mr. Forness

These two courses trace America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. History 335 covers the period from 1789 to the Civil War. History 336 continues from that period to the present.

341 THE AMERICAN COLONIAL PERIOD

Mr. Bugbee

Commencing with the European background of the settlement of North America, stress is placed upon economic, social, and constitutional developments to 1750. Also considered are the impact of mercantilism, European rivalries, and the attempts to achieve intercolonial unity.

342 THE ERA OF THE AMERICAN REVOLUTION

Mr. Bugbee

This course emphasizes the American phase of the disruption of the Old British Empire, and this is followed by a study of the Confederation period and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments receive emphasis.

343 THE JEFFERSONIAN-JACKSONIAN ERA

Mr. Forness

Covering the period from the 1790's to the Mexican War, this course treats the development of American national life and sectional interests under such influences

as Jefferson's democratic agrarianism and the new egalitarianism of the Jacksonian period.

345 CIVIL WAR AND RECONSTRUCTION

Mr. Bloom

This course begins with a consideration of the seemingly irreconcilable sectional differences in antebellum America. Also included are the failure of North and South to fix upon an acceptable compromise, the military and diplomatic conflict of 1861-1865, and the problems associated with Reconstruction.

346 THE EMERGENCE OF MODERN UNITED STATES

Mr. Glatfelter

The main theme of this course is the post-Civil War industrialization of American society and the many implications this development had for the life of the American people. Attention is also given to the conduct of foreign affairs. Alternate years; offered 1969-70.

349 THE UNITED STATES SINCE 1920

Mr. Glatfelter

Embracing the period from 1920 to the present, this course deals with the political, economic, and social developments in the United States. Included also is a consideration of the demands made upon the United States as a leading power in the postwar world. Alternate years; offered 1970-71.

400 SENIOR RESEARCH SEMINAR

Staff

This seminar provides students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Reading, discussion, oral reports, and the presentation of a formal paper based on individual research is required of each participant. Normally restricted to history majors, for whom this course is required.

405 INDIVIDUAL READINGS IN HISTORY

Staff

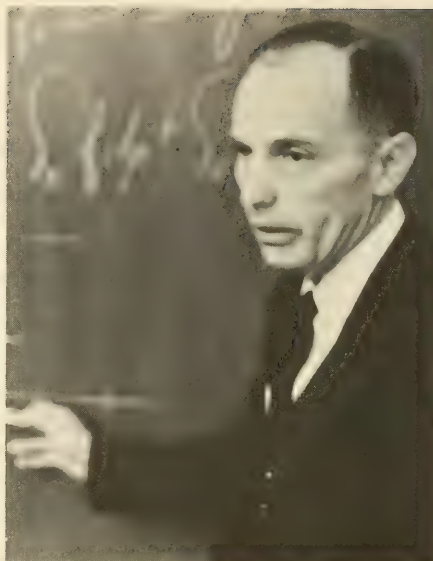
An individual program of directed reading in selected topics arranged by consultation between student and instructor makes up this course. Repeated in the spring term.



Latin (see Classics)

Mathematics

Professor Holder (Chairman)
Associate Professor Moorhead
Assistant Professors Butterfield,
Fryling, Kellett and Leinbach



The mathematics curriculum is designed to provide a foundation for students who will specialize in mathematics or in fields which use mathematics, and to provide courses appropriate for all liberal arts students. Sufficient latitude is possible in the selection of courses to permit students majoring in mathematics to prepare for graduate study, for teaching, or for careers as applied mathematicians.

A student intending to major in mathematics normally will take the basic sequence Mathematics 111-112, 211-212 during his freshman and sophomore years. An accelerated student who has had a college-level calculus course in high school may, with the consent of the department chairman, begin this sequence with Mathematics 112 or 211, depending on the extent and depth of the course he has taken. Those lacking the prerequisites for Mathematics 111 will be required first to take Mathematics 110. Additional requirements for a major with non-teaching objective are Mathematics 234, 313, and six other 300-level mathematics courses, two of which must comprise a year sequence. Those with the secondary school teaching objective are required to take, in addition to the basic sequence, Mathematics 234, 313, 345 or 346, Education 304, and three other 300-level mathematics courses.

The following list shows elective courses especially recommended for the various objectives:

Graduate school preparation: Mathematics 316, 323-324, 325, 333-334

Applied Mathematics: Mathematics 316, 357-358, 363-364, 366
Physics 319 and 320

Secondary Teaching: Mathematics 333, 357, 366

It is recommended that mathematics majors satisfy the distribution requirement in laboratory science by taking Physics 111-112.

At least one course that may be counted toward the major will be given in the January term.

103-104 THE NATURE OF MATHEMATICS

Staff

Designed primarily for the liberal arts student who wishes to gain an appreciation of the nature of mathematical thought. Selected topics from various branches of mathematics are studied with the goal of providing insight into both the historical foundations and the present role of mathematics in our culture. Both the concrete and the abstract aspects of the subject will be emphasized, and its dual nature as an art and a science will be exhibited.

107-108 FINITE MATHEMATICS AND CALCULUS

Staff

The fall term will be devoted primarily to finite mathematics, including an introduction to logic and set theory, permutations and combinations, probability, game theory, and linear programming. The spring term will include selected topics from calculus and linear algebra. Appropriate for students in the biological, social, and behavioral sciences.

110 INTRODUCTORY ANALYSIS

Staff

The underlying theme of this course is the function concept. The algebraic, trigonometric, inverse trigonometric, logarithmic, and exponential functions will be studied, along with the associated analytic geometry. The course serves primarily as a preparation for the study of calculus. Repeated in the fall term.

111-112 CALCULUS OF A SINGLE VARIABLE

Staff

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. 111 is repeated in the spring term; 112 is repeated in the fall term.

J18 BASIC CONCEPTS OF ELEMENTARY MATHEMATICS Mr. J. T. Held

Designed for future elementary school teachers. Topics include number systems, different bases, number line, use of sets, principles of arithmetic, introduction to algebra and informal geometry. Offered only in the January term.

211-212 LINEAR ALGEBRA AND MULTIVARIATE CALCULUS

Staff

Algebra of matrices, determinants, linear transformations, abstract vector spaces, vector calculus, multiple integration, line and surface integrals, including Green's and Stoke's theorems, Fourier series. *Prerequisite:* Mathematics 112.

234 INTRODUCTION TO MODERN ALGEBRA

Messrs. Butterfield and Kellett

A study of selected topics in modern algebra such as the development of number systems, set theory, algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 112.

- 313 ADVANCED CALCULUS** Messrs. Holder and Leinbach
A rigorous treatment of the underlying theory of the calculus of functions of a real variable. Includes the concepts of limit, continuity, the derivative, the Riemann integral, sequences and series. *Prerequisite:* Mathematics 212.
- 316 COMPLEX VARIABLE THEORY** Messrs. Fryling and Leinbach
Geometric concepts, analytic functions, mappings, integration, Laurent and Taylor series expansions, and calculus of residues. *Prerequisite:* Mathematics 313.
- 323-324 INTRODUCTORY REAL VARIABLE THEORY** Messrs. Holder, Kellett, and Leinbach
Construction of the real numbers, elements of set theory, introduction to metric space topology, Lebesgue measure and integration, L^2 spaces, functions of bounded variation, the Riemann-Stieltjes integral, absolute continuity. *Prerequisite:* Mathematics 313.
- 325 INTRODUCTION TO TOPOLOGY** Messrs. Kellett and Leinbach
Theory of sets, topological spaces, mappings, homeomorphisms, connectedness, compactness, metrization. *Prerequisite:* Mathematics 313.
- 333-334 ALGEBRAIC STRUCTURES** Messrs. Kellett and Leinbach
A study of the basic structures of modern abstract algebra, particularly groups, rings, and fields, culminating in the fundamental theorem of Galois theory. Advanced topics in linear algebra. *Prerequisite:* Mathematics 234.
- 345 ADVANCED EUCLIDEAN GEOMETRY** Mr. Moorhead
A modern axiomatic approach to the classical geometry of Euclid. *Prerequisite:* Mathematics 212.
- 346 PROJECTIVE GEOMETRY** Mr. Moorhead
Topics covered include foundations of projective geometry, projectivities on the line, collineations in the plane, projective theory of conics, and applications to Euclidean geometry. *Prerequisite:* Mathematics 212.
- 357-358 MATHEMATICAL STATISTICS AND PROBABILITY** Mr. Fryling
Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 212.
- 363-364 APPLIED MATHEMATICAL ANALYSIS** Messrs. Holder and Leinbach
Series solutions of differential equations, the Bessel and Legendre equations, orthogonal functions, Sturm-Liouville systems, Fourier series, partial differential equations of physics, boundary value problems, special functions, topics from complex variable theory. *Prerequisite:* Mathematics 212.
- 366 NUMERICAL METHODS** Messrs. Fryling and Holder
Finite differences, interpolation, numerical methods of solving equations, with particular emphasis on differential equations. Extensive use will be made of the computer. *Prerequisite:* Mathematics 212.

401 SENIOR SEMINAR

Staff

Under the direction of a staff member advanced topics will be studied and discussed. Each student will be expected to do a substantial amount of individual research. Topics covered may vary from year to year. *Prerequisite:* Senior standing and permission of the instructor.

451 INDEPENDENT STUDY

Staff

Well qualified students may pursue topics of an advanced nature through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairman.

Music

Professor Wagnild (Chairman)
Associate Professor Ackley
Assistant Professors Budde,
Raessler, Weikel, and Nunamaker
Instructors Belt, and Zellner
Private music teacher Heikkinen



This department offers theoretical and practical instruction in music with programs leading to a Bachelor of Arts degree with a major in Music or Bachelor of Science degree with a major in Music Education. In addition, it makes available courses in music appreciation and opportunities for participation in vocal and instrumental organizations. Individual instruction in voice, piano, organ, violin, viola, and cello, and standard band and orchestral instruments is offered by appointment. The department requires an informal audition of all candidates proposing to major in Music or Music Education. Appointments for such auditions should be made through the College Admissions Office.

The program leading to the Bachelor of Science degree in Music Education (see page 25) satisfies the certification requirements for teaching or supervising music in elementary and secondary schools.

Requirements for a major in Music leading to a Bachelor of Arts degree consist of 9 full courses (Music 141, 202, 251, 302, J15, 312, 313, 314, and 205), plus quarter courses in applied music totaling 2½-3 full courses. The applied music courses should include 8 quarter courses in the student's major applied area and sufficient additional quarter courses to prepare him to pass a proficiency test in piano. The student major must also participate for four years in an authorized musical group and present a recital in the junior or senior year. Majors planning to attend graduate school are urged to take Music 303, 305 and 322.

The distribution requirements in Art, Music, Creative Writing, and Theatre Arts may be fulfilled by one of the following: Music 101, 103, 104, 312, 313, 314, J15, and other designated January courses.

101 INTRODUCTION TO MUSIC LISTENING

Messrs. Zellner, Nunamaker, and Weikel

A consideration of the principal musical forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

103 THE SYMPHONY

Messrs. Zellner, Nunamaker, and Weikel

The standard symphonic repertoire is listened to and discussed, and is related to its cultural setting.

104 OPERA

Mr. Nunamaker

Standard operatic works are listened to and discussed as examples of drama and music.

J15 INTRODUCTION TO MUSIC LITERATURE

Mr. Nunamaker

A study of the major forms of Western music from the early Christian period to the twentieth-century. Emphasis placed upon stylistic analysis and aural recognition of musical examples.

141 SIGHT-SINGING AND DICTATION

Mr. Raessler

Fundamentals of basic musicianship: notation, clefs, scales, intervals, triads, meter, rhythm, and tonality. Instruction and intensive drill in singing and writing intervals, melodies, triads, and rhythmic figures. Three lectures per week, plus two laboratories.

202 BASIC HARMONY

Mr. Wagnild

A study of scale and chord structure, chord relationship and the basic principles of harmonic writing and harmonic progression.

205 CHORAL AND INSTRUMENTAL CONDUCTING

Mr. Raessler

Technique of the baton, fundamentals of choral and instrumental interpretation, problems of organization, repertoire, and maintenance of groups. Three lectures per week plus two laboratories.

**J22 PRINCIPLES AND PROCEDURES OF TEACHING MUSIC IN
ELEMENTARY SCHOOL** Mr. Raessler

The methods and materials of teaching music in the elementary grades. Elementary music appreciation methods, discussion of the child voice, and the development of rhythm and feeling for music.

221 JUNIOR AND SENIOR HIGH SCHOOL METHODS Mr. Raessler

The principles and procedures in teaching music in the junior and senior high school. Study of the adolescent voice and its care and of the methods and materials relative to the organization of various singing and playing ensembles. The evaluation of material, methods, and techniques.

251 INTERMEDIATE HARMONY Mr. Wagnild

A continuation of harmonic writing and an introduction to basic modulatory progression. Keyboard and aural exercises.

302 ADVANCED HARMONY Mr. Wagnild

A comprehensive survey with emphasis on the use of altered chords and the expansion of tonality through chromatic modulation. Keyboard and aural exercises.

303 COUNTERPOINT Mr. Weikel

Introduction of the contrapuntal technique of the sixteenth century through the study of plain song and early motets. Composition in the small forms is a part of the course. Repeated in the spring term.

305 ORCHESTRATION Mr. Raessler

Instruction in the transposing, arranging, and coloring for the various instruments.

312 HISTORY OF MEDIEVAL, RENAISSANCE AND BAROQUE MUSIC Mr. Nunamaker

The history of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings.

313 MUSIC IN CLASSIC AND ROMANTIC PERIODS Mr. Ackley

A study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to and examination of illustrative materials.

314 MUSIC IN THE TWENTIETH CENTURY Mr. Ackley

A study of the principal stylistic tendencies of music from c. 1900 to the present with examination of the works of representative composers. Also consideration of American composers and developments in experimental music.

322 FORM AND ANALYSIS Mr. Weikel

A study of the structural organization of music including the analysis of the small and large forms of composition drawn from the standard literature of the 18th-20th centuries. *Prerequisite:* Music 251 and 302.

351-352-353 STUDENT TEACHING Mr. Raessler

Students are assigned to teach in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences with the College



supervisor and supervising teacher are required. Offered simultaneously in spring term only.

APPLIED MUSIC

The department offers instruction in voice, piano, pipe organ, violin, viola, cello, and the more common instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week per term.

Students majoring in Music who are candidates for the Bachelor of Arts degree may take up to 8 quarter courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter courses of private instruction, at no additional cost beyond the comprehensive fee.

The department also sponsors various music organizations, including the choir, chapel choir, band, and orchestra. All regular College students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

No student may offer more than 8 quarter courses of applied music toward a Bachelor of Arts degree.

111, 112 WOODWIND INSTRUMENT CLASS

Mr. Zellner

Instruction in the technique of woodwind instruments, using the clarinet as the basic instrument.

Two ¼ courses

113, 114 BRASS INSTRUMENT AND PERCUSSION CLASS

Mr. Raessler and Zellner

Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument. Practical work is included with percussion instruments.

Two ¼ courses

115, 116 STRINGED INSTRUMENT CLASS

Mr. Nunamaker

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two ¼ courses

121 VOICE

Miss Budde and Mr. Ackley

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term. \$60.

¼ course

123 PIANO

Mrs. Heikkinen and Mr. Belt

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of piano majors in the Music Education degree program and encouraged for all others. Fee for one half-hour lesson per week per term: \$60.

¼ course

125 PIPE ORGAN

Mr. Belt and Mr. Weikel

Private instruction over a four-year period, designed to include literature of various periods, sight-reading, hymn-playing and transposition, chant and anthem accompanying, and rudiments of modulation and improvisation. Required: Repertory class every two weeks. *Prerequisite:* Satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one forty-minute lesson per week per term: \$60.

¼ course

127 BAND INSTRUMENT INSTRUCTION

Messrs. Zellner and Raessler

Private instruction in woodwind and brass instruments. Repeated spring term. Fee for one half-hour lesson per week per term: \$60.

¼ course

129 STRINGED INSTRUMENT INSTRUCTION

Mr. Nunamaker

Private instruction emphasizing both the fundamentals of string playing and repertory. Repeated spring term. Fee for one half-hour lesson per week per term: \$60.

¼ course

131 CHOIR

Mr. Wagnild

An intensive study of the best of choral literature. In addition to appearances in nearby cities, the choir makes a two-week concert tour each spring. Five rehearsals weekly.

No credit

132 CHAPEL CHOIR

Mr. Weikel

This choir performs standard musical literature with the purpose of supporting and assisting the College community in its Sunday morning services. Cantatas and oratorios are presented as occasional concerts in the spring of the year. Two rehearsals weekly. *No credit*

133 BAND

Mr. Zellner

Membership in the band, which is open to men and women, depends entirely on the individual's ability and interest. The band plays at athletic events and during the spring term gives concerts on the campus and in nearby cities. Three rehearsals weekly. *No credit*

135 ORCHESTRA

Mr. Nunamaker

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying musical ability. Two rehearsals weekly. *No credit*

Philosophy

Professor Richardson (Chairman)

Associate Professors Coulter and Schubart

The courses offered by the department are designed to provide the student with a knowledge of the literature of philosophy as an integral part of a liberal education; to help the student become aware of the philosophical implications of the ideas involved in the scientific, ethical, aesthetic, religious, historical, political and social aspects of man's existence; to introduce him to something of the full range of philosophical questions and answers; and to aid the student in integrating the knowledge gained in all of his courses into a coherent philosophical perspective; and to help the student majoring in Philosophy to build a foundation of knowledge valuable in itself, or as a basis for graduate work in philosophy or related fields.

Philosophy 102, 211, 221 and 223 have no course prerequisites. The 200 level courses are open to freshmen with the permission of the instructor. All other courses require a previous course in philosophy or the permission of the instructor.

Major programs are planned to fit the needs and interests of the student. Students with a potential interest in graduate study in philosophy are expected to take at least 9 courses in the department or closely related areas, with departmental approval. Students with other objectives may arrange, in con-



sultation with the department, other programs which include at least 8 courses in Philosophy or closely related areas.

Any course in the department may be used toward fulfilling the distribution requirements in History, Philosophy, or Religion.

102 IDEAS OF MEN

Mr. Coulter

The opposing ideas of men on vital philosophical issues are studied by reading and discussing some of the major philosophical texts. These works are selected on the basis of the quality of the ideas and the literary qualities of their statement. Texts might include works by Plato, Descartes, Mill, James, Hume, Kierkegaard, and Sartre.

211 LOGIC AND SEMANTICS

Mr. Coulter

An introduction to formal logic and a study of the uses of language with particular reference to meaning and definition; nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

221 INTRODUCTION TO PHILOSOPHY

Mr. Richardson

Contemporary analysis of philosophy and the main traditional approaches to it: scientific, aesthetic, ethical, and religious. Their assumptions, methods, and results are analyzed with a view to giving the student both the tools and the motivation for building his own philosophy.

223 ETHICS

Mr. Schubart

The main types of theories of ethics. The course emphasizes first, the goals and obligations of human life and their relation to a general philosophical position; and second, the relevance of ethical theory to contemporary individual and social situations.

303 HISTORY OF PHILOSOPHY: CLASSICAL PHILOSOPHY

Mr. Coulter

A study of the philosophers and philosophies of ancient Greece and Rome with emphasis on the world views developed by them. Major emphasis will be on Plato, Aristotle, and Hellenistic Neo-Platonism.

304 HISTORY OF PHILOSOPHY: MEDIEVAL AND EARLY MODERN

Mr. Coulter

A study of philosophers and philosophies of Medieval Europe as these reflect the impact of Christianity, and of Early Modern Europe as these reflect the impact of modern science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

320 SEMINAR IN NINETEENTH CENTURY PHILOSOPHY

Mr. Richardson

A study of the major continental thinkers of the period. The philosophies of Kant and Hegel as criticisms of the Enlightenment, and as idealistic constructions. The philosophies of Kierkegaard, Marx and Nietzsche as criticisms of idealism, and significant new constructive attempts.

321 SEMINAR IN TWENTIETH CENTURY PHILOSOPHY

Mr. Schubart

A study of contemporary philosophies such as pragmatism, logical positivism, analytical philosophy, phenomenology, existentialism, and Marxism.

331 SEMINAR IN PHILOSOPHY OF LAW

Mr. Schubart

A study of the principal philosophies of law of the modern era. The course includes such topics as the nature of law; the functions of law; and the relation of law to ethics, to political theory, and to social change.

332 SEMINAR IN ETHICS

Mr. Schubart

The course includes a study of three topics: contemporary developments in ethical theory; analysis of the concepts of value, obligation, and justification; and the relation of ethics to economic, social and political institutions.

334 SEMINAR IN AESTHETICS

Mr. Schubart

The course explores such topics as: the nature of art; the functions of art, aesthetic experience, aesthetic judgment; and relates aesthetics to other aspects of philosophy.

337 SEMINAR IN PHILOSOPHY OF RELIGION

Mr. Richardson

An analytical study of the meanings of contemporary religious concepts and statements, with an attempt to relate this study to contemporary constructive attempts.

340 METAPHYSICS

Mr. Coulter

A systematic study of the major issues in the area of philosophy traditionally called metaphysics. Some issues to be discussed are: what it is to be an individual; the

difference, if any, between mind and body; naturalism versus supernaturalism; idealism versus materialism; and the differences between metaphysical and scientific knowledge. Not offered 1969-70.

451 INDEPENDENT STUDY

Staff

With the consent of the department, majors may take a course of directed reading and conferences under the supervision of a member of the staff. Repeated second semester.

456 SENIOR SEMINAR

Mr. Richardson

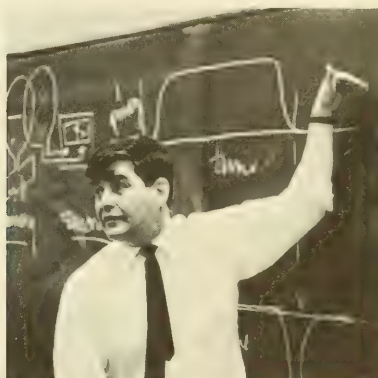
An advanced seminar for philosophy majors in which significant problems are raised, and where the student has the opportunity to write a thesis on one of the problems, or on one of the major contemporary philosophers.

Physics

Professors Mara (Chairman)
and Haskins

Associate Professors Daniels
and T. J. Hendrickson

Assistant Professors Cowan,
Milone, and Scott



A person who becomes a physicist is curious about the ways of nature and has a strong urge to satisfy that curiosity. His success depends upon his ability to devise and perform meaningful experiments, his intuitive understanding of the way nature behaves, and his skill in casting his ideas in mathematical forms. No two physicists are endowed with precisely the same division of these talents, but every physicist must develop some proficiency in each.

Courses in the department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

The department offers many opportunities for interested students to take part in discussions with each other and with the staff. It also offers opportunities for investigations apart from those associated with formal courses. Students

may pursue investigations devised by themselves, or they may assist the physics faculty in ongoing research projects. Students are encouraged to take advantage of these opportunities, since only by participating in these ways can they experience physics as the activity that it is.

In addition to the usual classrooms, seminar rooms, course laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, a planetarium, and research laboratories. The department has well equipped nuclear physics, x-ray, optics, and electronics laboratories, and it directs the observatory. Some of the larger pieces of equipment are a multichannel analyzer, coincidence-anticoincidence circuitry, two x-ray diffraction units, a Mössbauer analyzer, a neutron howitzer, a 16" Cassegrain telescope, and spectrometers covering the range from x-rays through the infrared. All the department's facilities plus the computer are available for use by physics students, and physics majors are encouraged to become familiar with these facilities as quickly as possible.

The minimum physics major consists of eight courses including Physics 111, 112, 211, J22, 212, and 325. This minimum major will prepare the future high school physics teacher very well. It can also prepare a student to work in industrial or government laboratories. Anyone for whom graduate study is a possibility should plan to take twelve courses in the department. Physics graduates are fully prepared to pursue graduate work in physics and in allied fields such as: astronomy; astrophysics; biophysics; geophysics; aeronautical, electrical, and nuclear engineering; physiology; and space science.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Beginning with the first course taken in the department, each major should start learning to use the computer to solve problems. Increasing facility with the computer is assumed with each succeeding course. Because of graduate school requirements and the wide literature of physics in French, German, and Russian, majors are urged to fulfill their language requirement in one of these languages.

Qualified students should apply to take the seminar courses during their upperclass years. Honor students majoring in other departments are also encouraged to enroll in these seminars. Seminars meet for one afternoon each week, and students electing them should be prepared to do extensive independent work.

Freshmen who think they may major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year. Some of the outstanding graduates of the department decided to major in physics at the end of their sophomore year.

Any two physics courses with laboratory may be used to satisfy the distribution requirement in science, but the two cannot be both Physics 101 and 111 or both Physics 102 and 112. The prerequisites listed below in the course

descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

101-102 GENERAL PHYSICS

Messrs. Daniels and Hendrickson

Designed for students not majoring in science or mathematics. A basic course in the development, structure, and meaning of physics. The aims are threefold: to acquaint the student with some of the phenomena of nature and the principles devised by physicists; to enable him to solve simple physical problems; and to make him aware of the historical development and consequences of important physical ideas. Topics to be covered in Physics 101 include motion, force, work, energy, light, space, time, and special relativity. Physics 102 covers topics in electricity and electromagnetism, atomic and nuclear physics. If credit for Physics 111, 112 is to be counted toward a physics major, then credit for Physics 101, 102 cannot be so counted. *Prerequisite:* Facility with high school algebra and geometry. Three class hours and three laboratory hours.

J10 SPACE SCIENCE

Mr. Milone

A January term course. Celestial mechanics with an emphasis on astronautics and elementary astrophysics. Class and laboratory meetings. This course along with either Physics 101 or 103 will satisfy the distribution requirement in science. *Prerequisite:* Physics 101 or 103.

103-104 ELEMENTARY PHYSICS

Mr. Scott

A course designed for students majoring in biology, and enrollment is restricted to biology majors. Topics in mechanics, electricity, light, atomic and nuclear physics with time devoted to areas of special interest in biology: fluids, heat, the physics of vision and hearing, and radiation effects. *Prerequisite:* Competence in high school algebra. Three class hours and three laboratory hours.

108 INTRODUCTORY ASTRONOMY

Mr. Milone

A beginning course in analytical astronomy. An early emphasis on the celestial sphere, planetary and stellar motion, and local distance scales is followed by elementary astrophysics of the solar system and stars. This course may not be counted toward a major in physics. *Prerequisite:* Algebra, geometry, and trigonometry. Three class hours.

111 MECHANICS

Messrs. Mara and Daniels

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. Simple harmonic motion. Motion of particles in gravitational, electric, and magnetic fields. The rudiments of calculus and vector analysis are introduced and used throughout the course. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the department. *Prerequisite:*



Mathematics 110 or 111, either of which may be taken concurrently. Four class hours and three laboratory hours.

112 RELATIVITY, ELECTRICITY, AND MAGNETISM

Messrs. Mara and Daniels

The special theory of relativity. Electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

211 WAVES

Messrs. Cowan and Scott

Oscillations of systems with one and many degrees of freedom. Forced and damped oscillations. Propagating and standing waves, superposition principle, reflection, and modulation. Polarization, diffraction, and dispersion. Applications of the above concepts to mechanical waves, sound waves, electromagnetic waves, and de Broglie waves. *Prerequisite:* Physics 112. Three class hours and three laboratory hours.

J22 MODERN PHYSICS I

Mr. Haskins

The phenomena leading to the concepts of quantum theory: photoelectric effect, Compton effect, discrete spectra. X-ray electron, and neutron diffraction. The uncertainty principle, quantum states, and the quantum theory of atomic and nuclear structures. Physics majors are expected to take this January term course during their sophomore or junior year. *Prerequisites:* Physics 112 and calculus.

212 ELECTRONICS

Mr. Daniels

Characteristics of vacuum tubes and transistors. Amplifiers, oscillators, switching circuits, and pulse circuits. *Prerequisite:* Physics 112. Three class hours and three laboratory hours.

305 ASTROPHYSICS

Mr. Milone

The physics of the sun and stars. The consequences of radio, photometric, and spectroscopic observations for modern theoretical astronomy. Selected topics from among stellar atmospheres and evolution; variable stars; the effects of the earth's atmosphere and ionosphere, the interplanetary and interstellar media on radiation; radio sources. Qualified students may carry on observational projects. *Prerequisites:* Calculus and two courses in physics.

319 CLASSICAL MECHANICS

Mr. Daniels

Coordinate frames and transformations, Hamilton's principle, Lagrange equations of motion, small oscillations, normal modes, rigid bodies, and the inertia tensor. *Prerequisites:* Physics 111 and calculus.

320 QUANTUM MECHANICS I

Mr. Mara

Rules for combining probability amplitudes, Hermitian operators and the indeterminacy relations, the Hamiltonian operator, the Schrodinger equation, the harmonic oscillator, angular momentum, the hydrogen atom, the deuteron. *Prerequisites:* Physics J22 and 319. Three class hours.

325 ADVANCED PHYSICS LABORATORY

Messrs. Haskins and Scott

Experimental work in optics, electromagnetism, atomic physics, and nuclear physics. Error analysis and experimental techniques are stressed. Contemporary methods are emphasized. *Prerequisite:* Physics J22 and 212. One class hour and six laboratory hours.

330 ELECTROMAGNETIC RADIATION

Mr. Hendrickson

Maxwell's equations and classical electromagnetic radiation: plane waves, dipole and multipole radiation. The interaction of electromagnetic radiation and matter: reflection, transmission, dispersion, refraction, scattering, polarization. Optical properties of metals, semiconductors, and dielectrics. The production and detection of radiation in the regions from radio waves through X-rays. *Prerequisites:* Physics 212 and Mathematics 212. Three class hours and one demonstration hour. Alternate years: offered 1970-71.

332 STATISTICAL PHYSICS

Mr. Hendrickson

General statistical methods. Statistical and classical thermodynamics. Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac Statistics. *Prerequisites:* Physics J22 and 319. Three class hours. Alternate years: offered 1969-70.

341 MODERN PHYSICS II

Molecular, solid state, nuclear, atomic, and fundamental particle physics at a level requiring quantum mechanics. Special relativity with four vectors. *Prerequisites:* Physics J22 and 320. Three class hours and three laboratory hours.

342 QUANTUM MECHANICS II

Mr. Haskins

Time dependent perturbation theory, semiclassical treatment of radiation, Clebsch-Gordon coefficients, scattering theory, Dirac equation. Recommended principally for students planning to go on to graduate school. *Prerequisite:* Physics 341. Three class hours and three laboratory hours.

420 QUANTUM MECHANICS I SEMINAR

Mr. Mara

Covers the same topics as Physics 320. See above description of seminar courses. *Prerequisites:* Physics J22, 319, and the permission of the instructor. One seminar afternoon.

430 ELECTROMAGNETIC RADIATION SEMINAR

Mr. Hendrickson

Covers the same topics as Physics 330. See above description of seminar courses. *Prerequisites:* Physics 212, Mathematics 212, and the permission of the instructor. One seminar afternoon and one demonstration hour. Alternate years: offered 1970-71.

441 MODERN PHYSICS II SEMINAR

Covers the same topics as Physics 341. See above description of seminar courses. *Prerequisites:* Physics J22, 320, and the permission of the instructor. One seminar afternoon and three laboratory hours.

442 QUANTUM MECHANICS II SEMINAR

Mr. Haskins

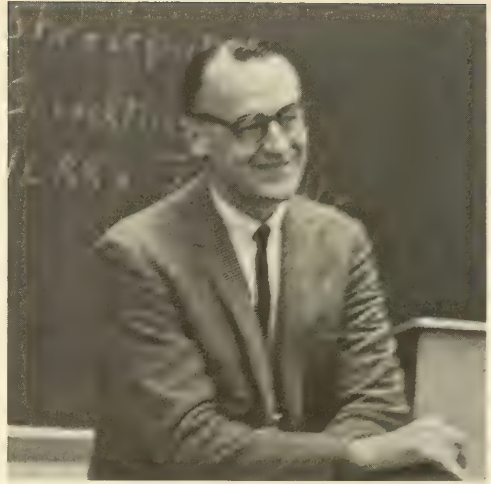
Covers the same topics as Physics 342. See above description of seminar courses. *Prerequisites:* Physics 341 or 441 and the permission of the instructor. One seminar afternoon and three laboratory hours.

451, 452 INDEPENDENT STUDY IN PHYSICS

Experimental or theoretical study or research under the direct supervision of a staff member. Work is normally reported in a paper. Open to upperclass science and mathematics majors with the approval of the department. Conference hours and laboratory hours arranged, either or both fall and spring terms.

Political Science

Professor Jarvis (Chairman)
Associate Professor Boenau
Assistant Professors Mott,
Tannenbaum, and Small
Instructor Scheer



The Political Science Department has devised a series of course offerings which are designed to encourage the development of the student's mastery of the discipline and his capacity to exercise mature judgment when working independently. Regardless of one's calling in life, some training in the responsibilities of citizenship and all that this implies is essential if democratic government is to be as effective as it needs to be to meet the expectations and challenges of today's world.

The basic course, Political Science 101, is intended to introduce fundamental approaches to the study of government, applying them to American political institutions and problems. Following this, upper level courses build on the common foundation by focusing on more limited areas and providing analysis in greater depth. In the senior year, majors are urged to participate in small-group seminars and to take advantage of independent study, in addition to preparing an extensive research paper which is required for graduation. Through these avenues the department fosters a sense of individual responsibility and accomplishment.

The entire program is aimed at balancing the needs of both specialists who intend to pursue graduate training and those who will receive a terminal degree from the College.

Courses offered in the department help prepare the student for careers in politics, the public service, diplomacy, the practice of law, and the teaching of social studies. Majors are encouraged to enroll in other related social studies courses also. G.E. 352 may be counted toward a major in Political Science.

THE MAJOR PROGRAM

Students wishing to major in the department are required to take a minimum of 8 courses in Political Science, including work in each of the following groups:

1. American Government: 101
2. Advanced American Government: At least 1 course from the following: 221, 223, 224, 231, 311, 312
3. Comparative Government: At least 1 course from the following: 201, 202, 203, 204
4. International Relations: 241
5. Political Theory: 351 or G.E. 352
6. The Senior Thesis: 455

Political Science 101 is a prerequisite for all other courses in the department except by permission of the instructor.

Any of the following courses may be counted towards the College distribution requirement in social sciences: 101, 201, 202, 203, 204, 221, 223, 224, 231, 241.

101 AMERICAN GOVERNMENT

Staff

The institutional structure and policy-making process of government are examined as reflections of the assumptions of liberal democracy and of the American social and economic systems. In addition to the legislative, executive and judicial branches of government, political parties, interest groups, and elections are considered. Repeated in the spring term.

201 EUROPEAN POLITICAL SYSTEMS

Mr. Boenau

An analysis and comparison of the political processes and forms of government of Great Britain, France, West Germany, and the Soviet Union.

202 ASIAN POLITICAL SYSTEMS

Mr. Boenau

An analysis and comparison of the political processes and forms of government of major Asian countries. Particular attention is devoted to China, Japan, and India.

203 LATIN AMERICAN POLITICAL SYSTEMS

Mr. Jarvis

An analysis and comparison of the political processes and forms of government of selected Latin American countries. Consideration is given to the significance of geographical, social, economic, and historical factors in Latin American politics, as well as the role of the armed forces, the church, and organized labor.

204 AFRICAN POLITICAL SYSTEMS

Mr. Jarvis

An analysis and comparison of selected independent states of Africa and their political processes and forms of government. Attention is given to the significance of the colonial period, national independence movements, socio-economic and political problems of developing states, and attempts to promote regional and continental unity.

221 STATE AND LOCAL GOVERNMENT

A study of the structure, functions and political processes of non-national government in the United States.

- 223 THE LEGISLATIVE PROCESS Mr. Scheer
The organization and performance of the Congress of the United States in the formulation and enactment of legislation.
- 224 THE AMERICAN PRESIDENCY Mr. Scheer
The development and present condition of the U.S. Presidency, its effect upon national government and international affairs.
- 231 AMERICAN PARTIES AND POLITICS Mr. Mott
An examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes, including social trends, interest groups, political leaders and leadership. Two-party politics is compared to the politics of third parties, mass movements, and the New Left. Aspects of voting behavior and campaign techniques are considered.
- 241 INTERNATIONAL RELATIONS Mr. Small
An analysis of the concepts we use to think about the international order, and of the major forces governing relations between states. Attention is given to factors such as sovereignty, power, and ideology, and to techniques such as diplomacy, subversion, arms control and international organization.
- 311, 312 CONSTITUTIONAL LAW Mr. Jarvis
The first term deals largely with case studies of Supreme Court decisions involving the powers and limitations of the legislative, executive and judicial branches of government and decisions involving the principles of federalism, separation of powers, and judicial review. The second term deals primarily with case studies of decisions relating to constitutional guarantees of individual rights.
- 342 AMERICAN FOREIGN POLICY Mr. Small
The machinery and processes involved in foreign policy formation in the United States are studied. Important foreign policy crises are examined and the main lines of post-war foreign policy are analyzed.
- 345 INTERNATIONAL LAW AND ORGANIZATION Mr. Small
The functions of international law and the International Court of Justice in the international order are studied. The tasks and problems of international organization are analyzed, with emphasis upon the United Nations Charter as the framework of contemporary world order. *Prerequisite:* Political Science 241 or permission of the instructor.
- 351 HISTORY OF POLITICAL THOUGHT Mr. Boenau
A study of the development of Western political thought from the ancient Greeks to the nineteenth century.
- G.E. 352 MODERN POLITICAL THOUGHT Mr. Tannenbaum
Course description included under General Education.
- 354 AMERICAN POLITICAL THOUGHT Mr. Mott
An examination of the major phases of American political thought from colonial times to the present. The outstanding contributions of intellectuals, political leaders, and Supreme Court justices are studied. Among the topics analyzed are the relation of political ideas to their underlying contemporary controversies and institutions,

the efficacy and desirability of various American ideological movements, and the impact of traditional ideas on present political behavior.

400 SENIOR SEMINAR IN SCOPE AND METHODS OF POLITICAL SCIENCE Staff

A study of the various methodological approaches used in researching and teaching political science, the development and scope of the discipline and its relation to other social sciences. Attention will be given to major research sources and reference works useful to political scientists and to significant views of leading specialists in their respective fields.

Open only to majors with permission of the instructor and designed especially for those planning to continue with graduate study.

401 SENIOR SEMINAR Staff

The student is offered the opportunity to work at an advanced level of extensive reading in either domestic, foreign, or world politics. A common core of reading with oral and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment only by permission of the instructor. Repeated in the spring term.

451 INDEPENDENT STUDY Staff

The student selects an approved topic for intensive study and presents his findings in the form of oral or written reports to a member of the staff responsible for supervising his research activities and reports. Open only to senior majors with permission of the instructor. Repeated in the spring term.

455 THE SENIOR THESIS Staff

This course provides the opportunity for students to demonstrate their ability to engage in independent research on an approved topic, to organize the results of such study in proper form in a comprehensive paper, and to be able to defend their conclusions under the supervision of a member of the staff. Required of all senior majors. Repeated in the spring term.

Psychology

Professors Smoke (Chairman) and Platt
Associate Professors Mudd, and Shand
Assistant Professor Frank
Instructors Gobbel and Sheridan



The objectives of the department include promoting knowledge of the basic facts and principles of human experience and behavior, with emphasis on the formation of a scientific attitude toward behavior and an appreciation

of the complexity of human personality. For advanced students an attempt is made to provide a balanced program of course offerings in both theoretical and applied psychology. Students who plan to enter graduate school for training as professional psychologists may take courses that introduce them to such areas of specialization as clinical psychology, experimental psychology, and business and industrial psychology.

The career opportunities in psychology are numerous and varied. Although college teaching and research continue to attract more well-trained psychologists than any other type of vocational endeavor, many psychologists are being employed by business and industrial organizations, public school systems, and federal, state, and local governmental agencies. The opportunities for employment are especially numerous in clinical psychology. One planning a career in any area of psychology should expect to spend at least a year in postgraduate study. This should be regarded as the barest minimum. Many of the best positions in professional psychology require three or four years of postgraduate training.

Psychology 101 or Psychology 103 is a prerequisite for all other courses in the department with the exception of Psychology 131. For members of classes graduating prior to 1971, requirements for a major include Psychology 101 or 103, 131, 305, 341 and four additional courses. For members of the class of 1971 and following, requirements for a major include Psychology 101 or 103, 131, 305, 341, and 314 or 316 or 317 or 336 and three additional courses.

Students looking forward to admission to graduate school will be expected to take Psychology 311, preferably in their junior year. Such students will find that the independent study required in Psychology 451, and 453, will be excellent preparation for graduate work. Some training in college mathematics and in computer programming is strongly recommended to those planning to do graduate work in psychology. Students should consult with their advisers to be sure that they understand the necessary prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental honors in psychology are awarded to graduating majors who, in the combined judgment of the department staff, have demonstrated academic excellence in course work and in independent research.

The following courses may be used toward fulfilling the distribution requirements in social sciences: 101, 103, 214, 220, 225, 226, and designated January term courses.

101 GENERAL PSYCHOLOGY

Staff

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences. Credit is not given for both 101 and 103.

103 INTRODUCTORY PSYCHOLOGY

Staff

An introduction to psychology as empirical science. Lectures, discussions, and laboratory experience in such areas as perception, motivation, learning, thought, intelligence, and personality. This course should be selected by students who expect to major in psychology and may be selected by others in place of 101. Not open to students who have completed Psychology 101. Three class periods and one two-hour laboratory period. May be used toward fulfilling the distribution requirement in social sciences.

131 PSYCHOLOGICAL STATISTICS

Messrs. Platt and Mudd

An introduction to the descriptive and inferential statistics commonly used in psychology. Among the topics included are measures of central tendency, variability, correlation and regression, reliability, and the testing of hypotheses. No prerequisite.

210 PSYCHOLOGICAL ANALYSIS OF ECONOMIC BEHAVIOR

Mr. Mudd

An introduction to the field of behavioral economics. The economic roles of consumer, investor, and manager are analyzed from a psychological point of view. Selected theoretical concepts such as "business cycle" and "profit motive" are considered. *Prerequisite:* Economics 101-102.

214 SOCIAL PSYCHOLOGY

Mr. Smoke

This course is concerned with the understanding of human experience and behavior in social situations. Topics considered include the study of attitudes, group dynamics, leaders and leadership, propaganda, prejudice, and the implications of psychological findings for social relations on both a national and an international level.

220 DYNAMICS OF HUMAN ADJUSTMENT

Mr. Frank

Learning and perception are the unifying concepts in an introduction to the major principles underlying and accompanying human adjustment. In addition, students confront problems in clarifying and in attaining adjustment.

225 DEVELOPMENTAL PSYCHOLOGY: INFANCY AND CHILDHOOD

Mrs. Gobel

A study of the psychological development of the individual from conception to the beginning of adolescence. The scientific methods of child study and the developmental nature of the emotional, social, intellectual and motor aspects of personality growth are stressed. Special attention is given to guidance of the child at home and at school.

226 DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE

Mrs. Gobel

A study of the development of the individual beginning with adolescence to the attainment of maturity. The interaction of fundamental physical and psychological factors during this critical stage are explored. Ways in which family, school, peer group and work are experienced by adolescents are discussed. Psychology 225 is recommended but not required.

305 EXPERIMENTAL METHODS

Messrs. Platt and Sheridan

An introduction to the scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and the design of experiments. *Prerequisite:* Psychology 101 or 103 and 131. Three class hours and three laboratory hours. Repeated spring term.

311 PSYCHOLOGICAL TESTS AND MEASUREMENTS

Mr. Shand

Fundamental principles are studied in the development of reliable and valid devices designed to reveal measurable characteristics of personality and behavior. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. Laboratory instruction necessary for the correlation of theory and practice is given. *Prerequisite:* Psychology 131. Three class hours and two laboratory hours.

314 ASSESSMENT OF PERSONALITY AND INTELLIGENCE

Mr. Shand

Experimental and correlational methods in the study of human traits and abilities, including situational tests, projective techniques, intelligence tests, rating and scaling techniques, and an introduction to factor analysis. *Prerequisite:* Psychology 305 and Psychology 311. Three class hours and two laboratory hours.

316 PERCEPTION

Mr. Sheridan

An introductory survey of current knowledge and theories of sensation and perception and the major classes of sensory and perceptual phenomena. The laboratories are concerned with the experimental study of stimulus properties, thresholds, adaptation effects, illusions, constancies, meaning, and the influence of motivational states on the perceptual process. *Prerequisite:* Psychology 305. Three class hours and three laboratory hours.

317 PSYCHOLOGY OF LEARNING

Messrs. Platt and Frank

An introductory survey of contemporary approaches to learning. In addition, recent investigations in all phases of learning are examined, including a study of factors affecting the efficiency of human learning and retention. *Prerequisite:* Psychology 305. Three class hours and three laboratory hours.

321 PSYCHOLOGY OF PERSONALITY

Mr. Smoke

Theories of the nature of personality, including those of "depth" psychologists such as Freud, Jung, Adler, and Fromm. Special attention is given to personality traits and their organization. A survey of the methods and results of personality study. *Prerequisite:* Two courses in Psychology.

326 ABNORMAL PSYCHOLOGY

Mr. Shand

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles and theories of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. *Prerequisite:* Two courses in Psychology and junior or senior standing.

331 INTRODUCTION TO CLINICAL PSYCHOLOGY

This special field of psychology requires training in the assessment of personality, psychological techniques for dealing with maladapted personalities, and research methods for investigating personality functioning. An attempt is made to clarify what the clinical psychologist does and the problems that are peculiar to his work as he functions in the above roles. The nature of psychotherapy is given focal attention. Not a practicum. *Prerequisite:* Two courses in Psychology, and permission of the instructor.

336 PHYSIOLOGICAL PSYCHOLOGY

Mr. Platt

A study of the relationships between behavior and the physiological functioning of the organism. Emphasis is placed on the neural bases of sensation, perception, motivation, and learning. *Prerequisite:* Psychology 101, Biology 101, 102, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory periods.

341 HISTORY AND THEORIES OF PSYCHOLOGY

Mr. Shand

A historical review of the development of basic theoretical points of view, experiments, concepts, methods, and findings which form the major part of the subject matter of psychology today. Special attention is given to empiricism, structuralism, functionalism, behaviorism, gestalt, and psychoanalysis as schools of thought which have contributed to the formation of different theoretical points of view which are evident in present-day psychology.

451 INDEPENDENT READING

Staff

Opportunity is given the student to do intensive and critical reading and to write a term paper on a topic of special interest to himself. In the course of his study the student will be expected to become thoroughly familiar with the various reference books, microfilms, and scientific journals which are available for library research in the field of psychology. *Prerequisite:* Permission of the instructor. Repeated in the spring term.

453 INDEPENDENT EMPIRICAL RESEARCH

Staff

The student designs and conducts an empirical study which involves the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. The research culminates in a paper. *Prerequisite:* Permission of the instructor. Repeated in the spring term.

Religion

Professors Dunkelberger (Chairman) and Freed

Associate Professors Loose and C. A. Moore

Assistant Professors Hammann and Trone

Essential to an understanding of man is a knowledge of his religious experiences, beliefs and institutions. This department offers the student a variety of courses in which the complex phenomena of religion can be investigated. A student may elect courses in Biblical Studies, History of Religions, and Religious Thought. Normally, the student's preparation in other courses in this department or in other departments will be taken into account in arranging his schedule.



A major consists of eight courses. Some majors, depending on prior preparation and work taken outside the department, may be required to take additional courses in the department in order to round out an adequate program, but in no case will more than twelve courses be required. The Senior Seminar (401) is required of all majors. Pre-theological students and those contemplating church vocations should consider a major in this department.

One of the following courses will fulfill the distribution requirement in Religion: 101, 102, 111, 131, 132, 133 and 141. One other course from that list may count toward the distribution requirement in History, Philosophy, or Religion. All courses offered in the fall and spring terms, except for the Senior Seminar (401) and Independent Study (451), as well as some of the January term courses may also fulfill half of the distribution requirement in History, Philosophy, or Religion.

Off-campus summer programs in which Gettysburg College participates, such as the Japan Seminar and the India Seminar, may with department approval be offered, if successfully completed, as one course toward the major.

BIBLICAL STUDIES COURSES**101 HISTORY, LITERATURE, AND RELIGION OF THE OLD TESTAMENT**

Messrs. Moore and Freed

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 200 B.C. The history and culture of Israel is related to that of surrounding nations, with special emphasis on the relevancy of archaeological data. Repeated spring term.

111 HISTORY, LITERATURE, AND RELIGION OF THE NEW TESTAMENT

Messrs. Freed and Moore

A study of the origin and development of early Christianity in light of its Jewish background from about 200 B.C. to 150 A.D. It includes an investigation of the history and religion of the New Testament and a survey of the spread of Christianity through the Roman world. Repeated spring term.

102 RELIGIOUS IDEAS OF THE BIBLE

Mr. Moore

A critical and systematic study of major religious ideas of the Bible such as God, man, nature, history, law, justice, covenant, faith, sin, salvation, and after-life in their historical contexts. Students will make the primary investigations and their findings will be discussed in class.

201 WISDOM LITERATURE

Mr. Moore

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites.

301 THE PROPHETS OF THE OLD TESTAMENT

Mr. Moore

A study of the life and times of Israel's prophets as drawn from Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought. *Prerequisite:* Religion 101.

311 THE LIFE AND TEACHINGS OF JESUS

Mr. Freed

A critical survey in depth of the life and teachings of Jesus as presented in the Gospels of Matthew, Mark and Luke. Among others, the problems of historicity and mythology in the Gospels are dealt with in an effort to learn about the life and way of Jesus. *Prerequisite:* Religion 111.

312 THE GOSPEL OF JOHN

Mr. Freed

Chief emphasis is given to the thought and content of the Gospel itself. An effort is made to discover some of the various forms of its thought background, especially that of the Old Testament. Some study of the Gospel in its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111. Alternate years; offered 1970-71.

313 JUDAISM FROM 200 B.C. TO 500 A.D.

Mr. Freed

The history, institutions, religious groups, and religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writings of the period, including those from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101. Alternate years; offered 1970-71.

HISTORY OF RELIGIONS

141 THE LITERATURE OF WORLD RELIGIONS

Mr. Hammann

An examination of representative texts of the world's religious traditions. The course aims at familiarizing students with the literary foundations of man's religious life in the East and West. Such books will be read as the Hindu *Bhagavad Gita*, the Buddhist *Dhammapada*, the Chinese *Tao Te Ching*, etc.

221 CHURCH HISTORY: TO THE FIFTEENTH CENTURY

Mr. Trone

An historical study of all groups who claimed the name "Christian" from the post-Biblical period to the fifteenth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents. Alternate years; offered 1970-71.

222 CHURCH HISTORY: FIFTEENTH TO TWENTIETH CENTURY

Mr. Dunkelberger

A study of the pluralistic development of institutional Christianity from the formulative sixteenth century Reformation through the periods of Scholasticism, Pietism, Rationalism, Evangelicalism, Liberalism, and Ecumenism. Alternate years; offered 1970-71.

241 THE RELIGIONS OF SOUTH ASIA

Mr. Dunkelberger

An historical and phenomenological study of the religions of South Asia: Hinduism, Buddhism, Jainism, Sikhism, and Islam. Original sources in translation are investigated to promote understanding of the religious ideas, institutions, and systems involved.

242 THE RELIGIONS OF EAST ASIA AND WEST ASIA

Mr. Hammann

An examination of Buddhism, Shinto, Zoroastrianism, Judaism, and Islam and selected contemporary movements related to these historical predecessors is based on an introduction to religion as a human phenomenon. Where possible original sources in translation will be used.

RELIGIOUS THOUGHT

131 RELIGION AND MODERN MAN—AN INTRODUCTION

Messrs. Dunkelberger and Hammann

The course will explore the many ways in which religion expresses itself in the twentieth century world. It is particularly concerned with the function of the Judeo-Christian tradition in modern western culture. It involves, however, points of view from the religious traditions of Asia as they have had an impact on the contemporary scene. Repeated spring term.

132 THE RELIGIOUS MEANING OF BEING HUMAN IN THE CONTEMPORARY WORLD

Mr. Loose

The religious experience and patterns of salvation developed by the world's major religions will be studied from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding

of religious phenomena. Students will be asked to isolate and investigate the basic issues and conflicts in which they are involved as persons in order to determine the validity of their approach to a resolution of contemporary problems. Offered fall and spring terms.

133 MODERN ISSUES IN RELIGIOUS THOUGHT Mr. Trone

Seeking out the most important questions of our time, the course will involve a discussion of the most controversial religious issues and thinkers of the day. The subjects and men studied will change with the times as new issues are raised and new answers attempted. Offered fall and spring terms.

G.E. 312 THEOLOGY AND LITERATURE Mr. Loose

For course description see General Education.

331 HISTORY OF CHRISTIAN THOUGHT: TO THE FIFTEENTH CENTURY Mr. Trone

A study of the systematic presentations of the Christian faith is made by examining the works of Church Fathers and Doctors of the Church such as Irenaeus, Origin, Augustine, and Aquinas who have influenced the theological positions of pre-Reformation churches. Alternate years; offered 1969-70.

332 HISTORY OF CHRISTIAN THOUGHT: FIFTEENTH TO NINETEENTH CENTURY Mr. Dunkelberger

Beginning with late medieval and Reformation theological expressions, the investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered. Alternate years; offered 1969-70.

333 CONTEMPORARY RELIGIOUS THOUGHT IN THE WEST Mr. Loose

Primary theological literature of nineteenth and twentieth century Europe and America is studied critically. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Kierkegaard, Barth, Tillich, Hartshorne, Buber, Bonhoeffer, Altizer and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

334 MODERN CRITICAL RELIGIOUS THOUGHT Mr. Hamman

An examination of the critical thought about religion since about 1800. Careful attention will be given to the philosophical critique of religious language, phenomenological and sociological studies of religions, humanistic appraisals of religious experience and the like. The class will study such authors as Feuerbach, Flew, Bellah, Eliade, Fromm and others.

401 SENIOR SEMINAR Staff

The seminar provides a supervised program of intensive research, discussion, written papers, and oral reports, emphasizing methods of interpretative analysis and requiring a knowledge of the important and current literature in the areas selected by the student. It is open to advanced students by permission of the staff.

451 INDEPENDENT STUDY Staff

With the consent of the department, a student may take a course of directed study and conferences supervised by a member of the staff. Repeated in the spring term.

Reserve Officers Training Corps

AIR FORCE ROTC: AEROSPACE STUDIES

Professor Hutton (Chairman)

Assistant Professor Seamens

Assistant Instructors Roberson and Achey

301-302 GROWTH AND DEVELOPMENT OF AEROSPACE POWER

Communicative Skills Development; the nature of military conflict; development of airpower in the United States; mission and organization of the Defense Department; Air Force concepts, doctrine, and employment; astronautics and space operations; and the future development of aerospace power. Includes the United States space programs, vehicles, systems, and problems in space exploration. Three classroom hours per week plus leadership laboratory. *Prerequisite:* Six-week field training camp between sophomore and junior year.

311-312 THE PROFESSIONAL OFFICER

A study of professionalism, leadership, and management. Includes the meaning of professionalism; professional responsibilities; the military justice system; leadership theory, functions, and practices; management principles and functions; problem solving; and management tools, practices and controls. Three classroom hours per week plus leadership laboratory.

ARMY ROTC: MILITARY SCIENCE

Professor Campbell (Chairman)

Assistant Professors Wetzel and Beerthuis

Assistant Instructors Rowe and Bailey

301-302 ADVANCED COURSE, JUNIOR

Instruction in and practical application of the principles and techniques of leadership and management with emphasis on the leader's role in directing and coordinating individual and military team efforts. Three classroom periods and one leadership laboratory. *Prerequisite:* Six week basic summer camp between sophomore and junior years.

311-312 ADVANCED COURSE, SENIOR

Advanced instruction in leadership and management skills and their practical applications, an overview of Army organization and a general concept of teamwork involved in military operations. Three classroom periods and one leadership laboratory. *Prerequisite:* MS 301-302.



Romance Languages and Literatures

Professor Kurth (Chairman)

Associate Professors Barriga, Sanborn

Assistant Professors Berterand, Crane, Hendrickson, Weaner

Instructors Godman, Lacoste

The chief aim of the basic courses offered by the department is to give the student facility in the use of the spoken and written foreign language and some acquaintance with its literature. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in McKnight Hall. French 101-102 and Spanish 101-102 students must spend at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literature and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in the Romance Languages will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching and many fields of government service as well as for graduate study.

Requirements for a major in French or Spanish include French or Spanish 301, 302 and six additional courses above the 202 level. These requirements may be waived in special cases at the discretion of the department. Courses for majors are also offered in January.

The following courses may be counted toward the distribution requirement in literature: French 205, 206, 310, 315, 320, 321, 322, 326, 327, 330, 336; Spanish 205, 206, 305, 306, 310, 311, 315, 320, 321, 324, 334, 340. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French or Spanish of an 300 level course, or 202. Most

students take both 201, and 202. Achievement equivalent to 202 may be demonstrated by an Advanced Placement examination or a departmental qualifying examination. French or Spanish 205, 206 when taken together satisfy both the foreign language requirement and the literature requirement. A student who shows unusual proficiency in 201 may, with consent of the department, take 206 and thereby fulfill the language requirement and half the literature requirement.

FRENCH

- 101-102 **ELEMENTARY FRENCH** Staff
 Fundamentals of speaking, reading and writing French.
- 201, 202 **INTERMEDIATE FRENCH** Staff
 Practice in oral and written expression and grammar review; reading and discussion of modern French prose.
- 205, 206 **MASTERPIECES OF FRENCH LITERATURE** Staff
 These courses have two objectives, skill in reading modern French prose for comprehension, and reading a significant amount of French literature of literary and cultural merit. These courses are not translation courses and will be conducted in French. They differ from 201, 202 in that they emphasize reading for comprehension of content.
- 301, 302 **ADVANCED FRENCH COMPOSITION AND CONVERSATION** Staff
 Exercises in directed and free composition; group discussion and presentation of individual speeches.
- 303 **PHONETICS AND DICTION** Miss Godman
 Study of modern phonetic theory; practice in transcription, pronunciation and diction. Laboratory course.
- 310 **DEVELOPMENT OF THE NOVEL AS A GENRE** Mr. Crane & Miss Godman
 Study of the form and function of the novel from the Renaissance to the present. Representative examples will be read in their entirety.
- 315 **LITERARY TEXTS OF THE FRENCH RENAISSANCE** Mrs. Berterand
 Study of the intellectual endeavors of the sixteenth century in France. Prose writers such as Rabelais, Calvin, Montaigne will be examined. The poetry of the Grands Rhéteurs and that of La Pléiade.
- 316 **HISTORY OF FRENCH CIVILIZATION** Mrs. Berterand
 A study of the political, social and cultural development of the French nation from Merovingian times to the present. Reading in French will be required. *Prerequisite:* French 202 or equivalent.
- 320 **LYRIC POETRY** Mr. Crane
 A general view of French lyric from Villon to Saint-John Perse. Intensive study will be given to Baudelaire, the Symbolists, and the Surrealists. *Explication de texte* will be used extensively.

- 321 THE FRENCH THEATRE Mr. Crane & Miss Godman
Study of the French theatre by contrasting a number of classic plays with plays exemplifying a Romantic concept of theatre.
- 322 LE DRAME BOURGEOIS ET LE THÉÂTRE D'IDÉES Miss Godman
A comparative study of dramatic theory of the mid-18th Century and the theatre of ideas in the 19th century. Extensive reading of the texts.
- 325 DEVELOPMENT OF FRENCH PHILOSOPHIC THOUGHT
Miss Godman and Mr. Kurth
Study of outstanding figures in the development of French philosophic thought from Descartes and Pascal to J.-P. Sartre and Camus.
- 326 18TH CENTURY MASTERS: SENSE AND SENSIBILITY
Miss Godman and Mr. Kurth
Study of the thought of Montesquieu and Voltaire, representing the rationalist current in Enlightenment thought, and of the thought of Diderot and Rousseau exemplifying the stress on the intuitive faculties.
- 327 19TH CENTURY PROSE (OTHER THAN THE NOVEL)
Mr. Kurth and Mr. Sanborn
Study of the historians, critics and short story writers. Readings in works of Michelet, Taine, Thierry, Baudelaire, Ste. Beuve, Maupassant, Flaubert.
- 330 THE MINOR GENRES (MORALISTS, ESSAYISTS, WRITERS OF MEMOIRS)
Mr. Crane and Mr. Kurth
Study of representative works of La Rochefoucauld, La Bruyère and Mme de Sévigné as moralists; outstanding examples of the essay and of the personal memoir.
- 336 CONTEMPORARY FRENCH NOVELISTS AND THEIR CRAFT
Mr. Crane & Mr. Sanborn
A study of "fin de siècle" novelists and their stylistic techniques. Examination of some surrealist writings. Detailed study of those "nouvelle vague" writers such as Robbe-Grillet, Marguerite Duras, and Nathalie Sarraute.
- 401 SEMINAR Staff
An intensive study of a particular aspect of French literature, civilization, or philology, to be determined by the instructor in consultation with students registered for the course. *Prerequisite:* Consent of the Instructor.
- 403 INDEPENDENT STUDY Staff
Guided reading or research under the supervision of a member of the staff. *Prerequisite:* Consent of the Instructor.

SPANISH

- 101-102 ELEMENTARY SPANISH Staff
A course dealing with the basic structural concepts and speech patterns of the Spanish language. An effort is made to constantly build oral proficiency, develop

the student's ability in unified writing, and to introduce him to reading and culture. Through the required use of the language laboratory, the student has an added opportunity to strengthen his comprehension and speaking ability.

201, 202 INTERMEDIATE SPANISH

Staff

This course is designed as an intensive review of structural patterns, with increased unified writing and speaking. Emphasis on reading of cultural and literary material.

205, 206 MASTERPIECES OF SPANISH AND SPANISH-AMERICAN LITERATURE

Staff

These courses have two objectives: skill in reading modern Spanish prose for comprehension, and reading a significant amount of Spanish literature of literary and cultural merit. These courses are not translation courses and will be conducted in Spanish. They differ from 201, 202 in that they emphasize reading for comprehension of content.

301, 302 ADVANCED SPANISH CONVERSATION AND COMPOSITION

Staff

Through constant speeches, debates and classroom discussions, the student is expected to reach a relatively advanced level of speaking and understanding oral Spanish. Composition is handled through themes and *résumés*. A Latin-American magazine is subscribed to by the student and used to follow both cultural and linguistic trends.

305, 306 MAJOR TRENDS IN THE LITERATURE OF SPAIN (ORIGINS TO 1700, 1700 to present)

Mr. Barriga and Mrs. Hendrickson

How the Castilian language and the literature of Spain were born. Historical and geographical background. The development of the poetry, discussion of the literary features of the masterpieces of the literature of Spain from the XIth Century until today.

310 DEVELOPMENT OF THE SPANISH NOVEL

Mr. Barriga and Mrs. Weaner

Major trends and developments in the Spanish novel from its beginnings to the present. Through selected novels in the classroom and collateral readings, the student is expected to gain an understanding of the position and importance of the novel in Hispanic letters.

311 DEVELOPMENT OF THE THEATRE IN SPAIN

Mr. Barriga, Mrs. Hendrickson, Mrs. Weaner

The drama in the history of the literature of Spain from its origin in the Middle Ages until the XXth Century. Emphasis on the "Siglo de oro" and the theatre of the XIXth Century.

315 GREAT SPANISH THINKERS

Mr. Barriga and Mrs. Weaner

A course dealing with non-fictional prose and analysis of the philosophy and thought of such writers as Miguel de Unamuno, José Ortega y Gasset and others.

318 THE ESSENCE OF SPAIN

Mr. Barriga and Mrs. Hendrickson

A course which promotes a better understanding of the background of the country and its people through a study of the history and culture from its origins to the present. Conducted in Spanish. *Prerequisite:* Spanish 202 or equivalent.

- 320 LYRIC POETRY Mr. Barriga, Mrs. Hendrickson, Mrs. Weaner
A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of such a course and much poetry will be read orally and discussed.
- 321 SPANISH AMERICA THROUGH ITS HISTORY AND LITERATURE Mr. Barriga
Study of the essay, the short story and especially the poetry of Spanish America, from the pre-Columbian era until today. Reading and discussion of the literary aspects of the masterpieces of the last five centuries. Historical, political, racial and geographical influences in the literature of Spanish America.
- 323 CONTEMPORARY LATIN AMERICAN CONCERNS Mr. Barriga, Mrs. Hendrickson
A discussion course dealing with social, artistic, economic and political problems of present-day Latin America. Collateral readings and reports by the student serve to enhance his understanding of the Latin American people, their culture, and the concerns of their contemporary world.
- 324 CONTEMPORARY SPANISH-AMERICAN NOVEL AND SHORT STORY-MAGIC AND REVOLUTION Mrs. Hendrickson and Mrs. Weaner
A course dealing with representative contemporary novelists and short-story writers of social and literary importance.
- 334 LITERATURE AND SOCIETY Mrs. Weaner
Literature both as a reflection of society and as an influence upon that society will provide the main theme of this course. Works from various periods will be analyzed and discussed to gain better understanding of the role of literature in the life and culture of a people.
- 340 THE NOVELS OF CERVANTES Mr. Barriga
The "Novelas ejemplares." The Quijote of 1605. The Quijote of 1615. Study of the various interpretations of the meaning of the contrasts between the two worlds of Don Quijote.
- 401 SEMINAR Staff
An intensive study of a particular aspect of Spanish literature, civilization, or philology, to be determined by the instructor in consultation with students registered for the course. *Prerequisite:* Consent of the Instructor.
- 403 INDEPENDENT STUDY Staff
Guided reading or research under the supervision of a member of the staff. *Prerequisite:* Consent of the Instructor.

Russian (see German)

Sociology and Anthropology

Professor Hook (Chairman)

Instructors Egelund, Hinrichs, Putzey



The subject matter of Sociology is man in his human relationships. Anthropology collects, classifies and analyzes knowledge about human beings; the essence of Anthropology is simultaneous self-examination and examination of other, unlike peoples.

The departmental curriculum is directed by content and sequence toward the analysis of the behavior of human beings in terms of the structure and composition of the social groups in which they live. Courses emphasize concepts and theories of sociology, the discovery of principles and uniformities which give meaning and order to social and cultural life, comparative studies of societies and cultures, the construction and testing of scientific hypotheses, and study in depth of selected aspects of culture and society in contemporary contexts.

In addition to providing preparation for college teaching and positions in social work and social welfare, work in the department leads to a wide choice of careers in the ministry, law, public service, business and teaching at elementary and secondary levels. The program prepares students for graduate study in sociology and social work.

Concentration in Sociology and Anthropology requires the successful completion of nine courses in the Department. Sociology 101 is prerequisite to all other Sociology courses except as otherwise indicated. Sociology 101, 302, 303, and Anthropology 102 or 103 are required of majors. In addition, a major must elect five courses from the offerings in Sociology and Anthropology. One of the additional courses is normally Sociology 304, and another of the electives must be chosen from Sociology 401, or 451 or Anthropology 452, preferably taken in the spring term of the senior year. Sociology 451 is required for

departmental honors. Supporting courses for the major are normally chosen from the following fields: economics, history, political science and psychology.

Sociology 101, 208, 209, and Anthropology 103 and 305 and certain January term courses may be used toward fulfilling distribution requirements in social sciences.

SOCIOLOGY

101 INTRODUCTORY SOCIOLOGY

Staff

A study of the basic structure of human society; the development of principles and basic concepts used in sociological analysis and research; emphasis is given to such topics as culture, socialization, collective behavior, social stratification and social change. Repeated in the spring term.

201 ISSUES IN CONTEMPORARY SOCIETY

Staff

Analysis of the forces giving rise to the public issues in industrial societies. Survey of problems relating to technology, bureaucracy, and political factors: war, unemployment, poverty, leisure, automation, and other areas of social concern.

202 SOCIAL STRATIFICATION

The nature of human social organization. Social structures of feudal and primitive societies are analyzed. Theories of class structure of selected theorists are explored. Special emphasis is given to the American class system and to the social and political consequences of economic stratification, status systems and social mobility.

203 POPULATION

A study of the stages of demographic evolution. Emphasis is on theories of population growth, fertility and mortality rates, migration patterns and aspects of population planning and control. A consideration of population changes in the United States and in other areas of the world.

204 INDUSTRIAL SOCIOLOGY

Analyzes sociologically the work group; the structure of industrial bureaucracy; the relations between union and management; the major work roles in industry; the internal organization of trade unions; and the impact of the industrialization process.

205 SOCIOLOGY OF RELIGION

Mr. Hook

A study of religion as an important institutional structure in the social system and in terms of functional theory; an examination of religious beliefs and practices in non-literate societies; the historical development of religion in America analyzed in terms of sociological concepts and the total sociocultural environment.

206 SOCIOLOGY OF THE FAMILY

Mr. Hook

The family in social context. Intensive study of American family structure, with emphasis on such topics as theories of family change, mate selection, racial, and ethnic and class variations, sexual involvement, divorce and remarriage. Historical development and contemporary cross-cultural comparisons are considered. Case studies are analyzed in terms of various sociological theories and research findings.

207 CRIMINOLOGY

Mr. Hinrichs

Analysis and evaluation of theories relative to social, cultural, psychological, and biological factors involved in the development of the criminal. Discussion of various criminal role careers, societal reactions and the present system of criminal justice, with a special emphasis on contemporary correctional procedures.

208 URBAN SOCIOLOGY

Mr. Hinrichs

A study of urbanism in world perspective with particular emphasis on the rise of urban America; analysis of urbanism as a way of life. Special attention is given to problems of the modern metropolitan and megalopolitan communities.

209 RACIAL AND ETHNIC RELATIONS IN AMERICA

Mr. Hook

A comprehensive study of ethnic and minority relations in the United States. Examination of such topics as sources and consequences of prejudice and discrimination, the dynamics of controversy and minority-majority patterns in transition. Emphasis is on the American Negro.

301 SOCIOLOGY OF SOCIAL WELFARE

Mr. Hinrichs

A study of welfare institutions as they relate to the social structure. Discussion of the development of the social work philosophy and practice with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in case work, group work and community organizations.

302-303 SOCIAL STATISTICS AND METHODS OF SOCIOLOGICAL INVESTIGATION

Examination of selected techniques used in sociological research. Questionnaire and interview design and administration; statistical procedures used in analysis and interpretation of data; the preparation of research prospectuses.

304 THE DEVELOPMENT OF SOCIOLOGICAL THEORY

Mr. Hook

A systematic survey of major social theorists since the middle of the last century, including such writers as Comte, Spencer, Marx, Durkheim, and Weber. A study of the thought and influence of such men as Sumner, Ward, Small, Sorokin, Parsons, and Merton in the development of American sociology. Selected theoretical formulations of central issues in contemporary sociology.

401 DIRECTED READING AND ADVANCED SEMINAR

Staff

Individual study in a field of special interest under the guidance of a member of the Department. Small seminars will enable students to discuss the problems, procedures and findings related to their reading and research.

451 RESEARCH COURSE

Staff

The intensive investigation of a research topic or project in the student's special area of interest, the presentation of a formal paper incorporating the results of the research. Satisfactory performance in a comprehensive oral examination in the field of the student's major interest. Required for departmental honors.

ANTHROPOLOGY

102 INTRODUCTION TO ANTHROPOLOGY: HUMAN EVOLUTION AND PREHISTORY Mrs. Putzey

A survey of man's biological evolution: how man's body form relates to man's culture and behavior; the present subspecies of man (races)—the causes for these and the description of their differences; the societies and languages of primates—what these suggest as to the origin of society and language among men. A survey of man's prehistory as derived from archaeological evidence (Paleolithic, Neolithic, development and adaptation of local cultures, the beginning of urbanization); theories of cultural "evolution".

103 INTRODUCTION TO ANTHROPOLOGY: CULTURAL ANTHROPOLOGY Mrs. Putzey

A cross-cultural study of institutions: family, economic, political, religious, educational, and aesthetical; the functional interrelationships of these institutions; theories concerning the nature of culture and society, the development of variations among the cultures, the patterning of individual cultures, and the processes attending contacts between cultures. Repeated in the spring term.

210 ETHNOGRAPHY OF SOUTH AMERICA Mrs. Putzey

Systematic study of the varieties of Indian cultures and societies of Lower Central America, South America and the West Indies with concentration on representative groups. Attention will also be given to the archaeological and linguistic backgrounds and to more recent contacts with non-Indian societies.

211 ETHNOGRAPHY OF MESOAMERICA Mrs. Putzey

A survey of the present-day Indian cultures and societies of southern Mexico and Central America, with emphasis on the continuity of cultural patterns over long time spans and on problems arising from culture contacts with European and Afro-American peoples.

305 WORLD CULTURES Mrs. Putzey

A survey of the kinds of societies found around the world. Emphasis will be placed on contemporary societies and how they relate to the past.

452 INDEPENDENT PROJECT OR STUDY Mrs. Putzey

An individual undertaking by a student under the guidance of a faculty member, involving a special investigative or creative potential not otherwise available through regular course offerings. *Prerequisite:* two courses in Anthropology.

Spanish (see Romance Languages)

Speech (see English)

The Alumni

THE GETTYSBURG College Alumni Association was founded in 1835. All graduates and former students automatically become members of the association and are encouraged to participate in its activities. Its purpose is to maintain the close ties between the College and its alumni which were formed during student days on campus. In so doing the College continues to exert its "salutary influence" on its alumni, and its alumni in return serve the College in a variety of ways.

Alumni cooperate to insure that the liberal arts thrive at Gettysburg. They give of their time and talents to interest qualified students in Gettysburg College, make available scholarships and loans, and help provide adequate campus facilities.

To promote service to the College and fellowship among its alumni, Gettysburgians have organized 30 alumni clubs in localities spanning the United States from New England to Southern California. In these areas and elsewhere there are many individual alumni working with the Admissions Office and the Secondary Schools Committee of the Alumni Association to provide firsthand information about Gettysburg College for prospective students. In late summer alumni clubs sponsor send-off dinners honoring entering freshmen and their parents.

The College underwrites a flourishing Alumni Office, with an executive director and a clerical staff. The office keeps information files and acts as a secretarial center for alumni activity.

The College communicates with former students through a regularly published magazine, newsletters, and other incidental publications, all of which are edited by the Director of Public Relations. The Alumni Secretary and his staff also plan Homecoming Weekend, held in the fall, Alumni Weekend in the spring, and a variety of other on and off-campus alumni gatherings throughout the year.



Register

Board of Trustees¹

- PAUL H. RHODES (1960), *Chairman*
Attorney. Harrisburg, Pa.
- LAVERN H. BRENNEMAN (1962), *Vice-Chairman*
President, York-Shipley, Inc. York, Pa.
- EDGAR D. ZIEGLER (1961), *Secretary*
Central Pennsylvania Synod Trustee
Pastor, Christ Lutheran Church. Lewisburg, Pa.
- GEORGE E. ALLEN (1958)
Attorney. Washington, D. C.
- JOHN W. AMATUCCI (1967), *Alumni Trustee*
President, Amatucci Chevrolet, Inc. Wheaton, Md.
- DANIEL J. ANDERSEN (1964)
Attorney. Washington, D. C.
- JOHN A. APPLE (1965)
President, Butter Krust Baking Company, Sunbury, Pa.
- PAUL E. CLOUSER (1967), *Central Pennsylvania Synod Trustee*
Attorney. Harrisburg, Pa.
- FRED B. DAPP (1963), *Alumni Trustee*
Executive Director, Greenwood Presbyterian Camp. Gowen, Mich.
- CHARLES W. DIEHL (1965), *Alumni Trustee*
Butcher and Sherrerd Company. York, Pa.
- WILLIAM S. EISENHART, JR. (1967)
Attorney. York, Pa.

¹The date following the name indicates the beginning year of present service on the Board of Trustees.

- THE HONORABLE DWIGHT D. EISENHOWER (1961)
Former President of the United States. Gettysburg, Pa.
- ROBERT C. FLUHRER (1963)
Attorney. York, Pa.
- W. KENT GILBERT III (1966), *Alumni Trustee*
Executive Secretary, Board of Parish Education, Lutheran Church in America.
Philadelphia, Pa.
- MILLARD E. GLADFELTER (1958)
Chancellor, Temple University. Philadelphia, Pa.
- J. DONALD GLENN (1964)
Lancaster, Pa.
- CARL ARNOLD HANSON (1961), *ex-officio*
President, Gettysburg College. Gettysburg, Pa.
- JOHN A. HAUSER (1967)
President, Musselman Division, Pet, Inc. Biglerville, Pa.
- C. HAROLD JOHNSON, M.D. (1964), *Alumni Trustee*
Pathologist and Chief of Staff, Warner Hospital. Gettysburg, Pa.
- MRS. JOSIAH W. KLINE (1962)
Harrisburg, Pa.
- EARL E. MANGES (1967), *Maryland Synod Trustee*
Attorney. Cumberland, Md.
- ALFRED L. MATHIAS (1965)
Chairman of the Board, Servomation Mathias, Inc. Baltimore, Md.
- HOWARD J. MCCARNEY (1966), *ex-officio*
President, Central Pennsylvania Synod. Harrisburg, Pa.
- RALPH W. MCCREARY (1964)
McCreary Tire and Rubber Co. Indiana, Pa.
- JOHN M. MUSSELMAN (1968), *Alumni Trustee*
Attorney. Harrisburg, Pa.
- RAYMOND C. MYERS (1964), *Maryland Synod Trustee*
Senior Pastor, Epiphany Lutheran Church. Baltimore, Md.
- PAUL M. ORSO (1968), *ex-officio*
President, Maryland Synod. Baltimore, Md.
- JOSEPH T. SIMPSON (1966)
President, Harsco Corporation. Harrisburg, Pa.
- WILLIAM H. B. STEVENS (1959)
Partner, Latham-Stevens Company. Harrisburg, Pa.
- HERMAN G. STUEMPFLE, JR. (1965), *Central Pennsylvania Synod Trustee*
Professor, Lutheran Theological Seminary. Gettysburg, Pa.
- F. WILLIAM SUNDERMAN, M.D. (1967)
Director, Institute for Clinical Sciences. Philadelphia, Pa.
- RAYMOND A. TAYLOR, M.D. (1966)
Radiologist, York Hospital. York, Pa.
- HOWARD TREXEL (1963), *Central Pennsylvania Synod Trustee*
Supervising Principal, Somerset Area Schools. Somerset, Pa.
- ROBERT M. WACHOB (1964)
President, The Bell Telephone Company of Pennsylvania, Philadelphia, Pa.
- IRVIN G. ZIMMERMAN (1966)
Vice-President. The Bell Telephone Company of Pennsylvania. Philadelphia, Pa.

TRUSTEES EMERITI

MRS. CHARLES W. BAKER, JR.
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CHESTER S. SIMONTON
CLARENCE A. WILLS

The Administration

(As of Jan. 1, 1969)

CARL ARNOLD HANSON

President

B.A., University of Akron; Ph.D., Cornell University; LL.D., University of Akron;
L.H.D., Roanoke College

JOHN W. VANNORSALL

Chaplain

B.A., Harvard University; B.D., Lutheran Theological Seminary, Philadelphia

MARK PETERSON

Campus Ministry Intern

B.A., St. Olaf College

BASIL L. CRAPSTER

Dean of the College

B.A., Princeton University; M.A., Ph.D., Harvard University

MARTIN H. CRONLUND

Associate Dean of the College

B.A., Gettysburg College; M.A., Temple University

JULIUS G. HLUBB

Director of Admissions

B.A., Gettysburg College; M.Ed., The Johns Hopkins University; Ed.D.,
George Washington University

G. RONALD COUCHMAN

Admissions Counselor

B.A., Gettysburg College

DELWIN K. GUSTAFSON

Admissions Counselor

B.A., Augustana College, Ill.; J.D., University of Nebraska, College
of Law

JANET O. R. SMITH

Admissions Counselor

MILDRED H. HARTZELL

Registrar

B.S., Gettysburg College

LILLIAN H. SMOKE

Librarian

B.A., Juniata College; B.S.L.S., Columbia University

SARAH B. WESTINE

Readers' Services Librarian

B.S., Simmons College

DORIS M. KEMLER

Audio-Visual and Reserve Librarian

B.S., M.A., University of Minnesota

NANCY C. SCOTT
Technical Services Librarian
 B.A., M.L.S., University of Pittsburgh

ANNA JANE MOYER
Assistant Readers' Services Librarian
 B.A., Susquehanna University; M.S.L.S., Drexel Institute

ANDREW S. BIDDLE
Assistant Technical Services and Reference Librarian
 B.A., Williams College; M.S.L.S., Villanova University

FRANK B. WILLIAMS
Dean of Students
 B.A., M.A.T., Wesleyan University; Ed.D., University of Pennsylvania

NANCY C. LOCHER
Dean of Women
 B.A., Mary Baldwin College; M.A., University of North Carolina

W. RAMSAY JONES
Dean of Men
 B.A., Gettysburg College

JEAN V. SMITH
Resident Advisor for Women
 B.A., Gettysburg College

DAVID F. THOMSON
Resident Advisor for Men
 B.A., Gettysburg College

HOMER A. WOOD
Director of Financial Aid and Placement
 B.S., M.S., University of Pennsylvania

WILLIAM H. JONES¹
Director of Guidance Services
 B.A., Eastern Nazarene College; M.A., University of Wisconsin

ROBERT H. DEPEW
Counseling Psychologist
 B.S., Richmond Professional Institute

J. MICHAEL MCGRATH
Consulting Psychiatrist
 B.S., University of Notre Dame; M.D., Temple University School of Medicine

FREDERIC S. FROELICHER
Director of Student Union
 B.A., The Colorado College; M.Ed., Shippensburg State College

CHESTER G. CRIST
Medical Director, Emeritus
 M.D., Medico Chi of Philadelphia

DOUWE L. RADSMAN
College Physician
 M.D., University of Amsterdam

HAROLD O. CLOSSON, SR.
Assistant College Physician
 B.S., M.D., Creighton University

¹On leave of absence, 1968-1969

- F. STANLEY HOFFMAN
Business Manager and Treasurer
 B.S., M.S., Gettysburg College
- STEVE C. DUNLAP
Assistant Business Manager
 B.S., University of Pittsburgh
- JAY P. BROWN
Bursar
- REX MADDOX
Superintendent of Buildings and Grounds
- NICHOLAS P. SCHINDELER
Superintendent of Engineering and Construction
- WILLIAM P. ELDER
Bookstore Manager
- PAUL G. PETERSON
Director of Development
 B.A., St. Olaf College; M.S.M., Union Theological Seminary
- RICHARD E. WALKER
Alumni Secretary
 B.A., Gettysburg College
- ROSEA ARMOR
Administrative Assistant, Alumni Office
- MILDRED D. JOHNSON
Administrative Assistant, Office of Development
 B.A., Gettysburg College
- WILLARD G. BOOKS
Director of Public Relations
 B.A., Adrian College
- JAMES A. KALBAUGH
Public Information Officer
 B.A., University of Dubuque

The Faculty

(As of Jan. 1, 1969)¹

- CARL ARNOLD HANSON, *President* 1961–
 B.A., University of Akron; Ph.D., Cornell University; LL.D., University of Akron;
 L.H.D., Roanoke College.
- BASIL L. CRAPSTER, *Dean of the College and Professor of History* 1949–
 B.A., Princeton University; M.A., Ph.D., Harvard University.

EMERITI

- WILBUR E. TILBERG, *Dean of the College, Emeritus* 1927–1955
 B.A., Bethany College; M.A., University of Kansas; Ph.D., University of Wisconsin.
- ALBERT BACHMAN, *Professor of Romance Languages, Emeritus* 1931–1963
 Ph.D., University of Zurich; Agregation, University of Zurich; Ph.D., Columbia University.

¹Members of the faculty are listed alphabetically within rank. The dates given indicate the years of service on the faculty.

- CLAYTON E. BILHEIMER, *Professor of Physical Education, Emeritus* 1927–1953
M.E., Lehigh University; M.A., Columbia University.
- M. ESTHER BLOSS, *Professor of Sociology, Emeritus* 1953–1968
B.A., Cornell University; M.A., Ph.D., Columbia University.
- EDITH FELLENBAUM, *Professor of Education, Emeritus* 1963–1968
B.A., Gettysburg College; M.A., The Johns Hopkins University.
- JOHN G. GLENN, *Pearson Professor of Classics, Emeritus* 1925–1966
B.A., M.A., Wesleyan University; Ph.D., Princeton University.
- WILLIAM D. HARTSHORNE, JR.,
Professor of Romance Languages, Emeritus 1928–1959
B.A., M.A., Haverford College; *Diplôme de Professeur de français à l'étranger*,
University of Toulouse.
- FRANCIS C. MASON, *Professor of English, Emeritus* 1925–1965
B.A., M.A., University of Virginia; M.A., Harvard University; Ph.D., University
of Virginia.
- HAROLD M. MESSER, *Professor of Biology, Emeritus* 1947–1963
Ph.B., Brown University; M.A., Columbia University.
- KATHRINE K. TAYLOR ROOD, *Professor of English, Emeritus* 1947–1966
B.A., University of Oregon.
- CHARLES A. SLOAT, *Professor of Chemistry, Emeritus* 1927–1968
B.S., Gettysburg College; M.A., Haverford College; Ph.D., Princeton University.
- MILTON L. STOKES, *Professor of Economics, Emeritus* 1950–1965
B.A., M.A., LL.B., University of Toronto; Ph.D., University of Pennsylvania.
- WILLIAM C. WALTEMYER, *Professor of English Bible, Emeritus* 1929–1960
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; M.A.,
Ph.D., American University.
- EARL E. ZIEGLER, *Professor of Mathematics, Emeritus* 1935–1968
B.S., M.S., Gettysburg College.
- JOHN B. ZINN, *Professor of Chemistry, Emeritus* 1924–1959
B.S., Gettysburg College; Ph.D., The Johns Hopkins University.

PROFESSORS

- NORMAN L. ANNIS, *Professor of Art*² 1960–
B.A., State College of Iowa; M.F.A., University of Iowa.
- ROBERT D. BARNES,
Dr. Charles H. Graff Professor of Biology, Department Chairman 1955–
B.S., Davidson College; Ph.D., Duke University.
- ROBERT L. BLOOM, *Adeline Sager Professor of History, Department Chairman* 1949–
B.S., Shippensburg State College; M.A., Duke University; Ph.D., Columbia Uni-
versity.
- HENRY T. BREAM,
Professor of Health and Physical Education, Department Chairman 1926–
B.S., Gettysburg College; M.A., Columbia University.

²On leave of absence, January–June 1970

- COL. WILLIAM A. CAMPBELL, *Professor of Military Science* 1967–
B.S., Purdue University; M.S., University of Pennsylvania.
- WILLIAM C. DARRAH, *Professor of Biology* 1957–
B.S., University of Pittsburgh.
- HAROLD A. DUNKELBERGER,
*Amanda Rupert Strong Professor of Religion, Department Chairman*³ 1950–
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D.,
Columbia University.
- EDWIN D. FREED, *Professor of Religion*⁴ 1948–1951, 1953–
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D.,
Harvard University.
- RICHARD B. GEYER, *Graeff Professor of English, Department Chairman* 1954–
B.A., M.A., Miami University; Ph.D., Northwestern University.
- CHARLES H. GLATFELTER, *Professor of History* 1949–
B.A., Gettysburg College; Ph.D., The Johns Hopkins University.
- J. RICHARD HASKINS, *Professor of Physics*⁵ 1959–
B.S., University of Texas; Ph.D., Ohio State University.
- LEONARD I. HOLDER, *Professor of Mathematics, Department Chairman* 1964–
B.S., M.S., Texas A&M University; Ph.D., Purdue University.
- WADE F. HOOK,
Professor of Sociology and Anthropology, Department Chairman 1967–
B.A., Newberry College; B.D., Lutheran Theological Southern Seminary; M.A.,
University of South Carolina; Ph.D., Duke University.
- LT. COL. GLENN K. HUTTON, *Professor of Aerospace Studies* 1967–
B.A., University of Tennessee; M.A., University of Florida.
- CHESTER E. JARVIS, *Professor of Political Science, Department Chairman*⁶ 1950–
B.A., M.A., University of California; Ph.D., University of Pennsylvania.
- ARTHUR L. KURTH, *Professor of Romance Languages, Department Chairman*⁷ 1962–
B.A., Yale College; Ph.D., Yale University.
- RALPH D. LINDEMAN, *Professor of English* 1952–
B.A., University of Pittsburgh; M.A., Columbia University; Ph.D., University of
Pittsburgh.
- RICHARD T. MARA, *Sahm Professor of Physics, Department Chairman* 1953–
B.A., Gettysburg College; M.S., Ph.D., University of Michigan.
- ✓ RUTH E. PAVLANTOS, *Professor of Classics, Department Chairman* 1963–
B.A., College of Wooster; M.A., Ph.D., University of Cincinnati.
- JAMES D. PICKERING, *Professor of English* 1954–
B.A., M.A., Wesleyan University; Ph.D., Columbia University.

³On leave of absence, second semester, 1968–1969⁴On leave of absence, January–June 1970⁵On leave of absence, 1968–1969⁶On leave of absence, January–June 1970⁷On leave of absence, January–June 1970

- CHARLES E. PLATT, *Professor of Psychology* 1957–
B.A., Wittenberg University; M.A., Ph.D., Ohio State University.
- INGOLF QUALLY, *Professor of Art, Department Chairman* 1956–
B.A., St. Olaf College; B.F.A., M.F.A., Yale University.
- WILLIAM F. RAILING, *Professor of Economics, Department Chairman* 1964–
B.S., United States Merchant Marine Academy; B.A., The Johns Hopkins University;
Ph.D., Cornell University.
- NORMAN E. RICHARDSON,
*William Bittinger Professor of Philosophy, Department Chairman*⁷ 1945–
B.A., Amherst College; B.D., Yale Divinity School; Ph.D., Yale University.
- RUSSELL S. ROSENBERGER, *Professor of Education, Department Chairman* 1956–
B.S., Geneva College; M.Litt., Ed.D., University of Pittsburgh.
- ALEX T. ROWLAND, *Professor of Chemistry* 1958–
B.A., Gettysburg College; Ph.D., Brown University.
- CALVIN E. SCHILDKNECHT, *Ockershausen Professor of Chemistry* 1959–
B.S., Gettysburg College; Ph.D., The Johns Hopkins University.
- HENRY SCHNEIDER III, *Franklin Professor of German, Department Chairman* 1964–
B.A., M.A., Ph.D., Princeton University.
- KENNETH L. SMOKE,
*Professor of Psychology, Department Chairman*⁸ 1927–1929, 1946–
B.A., M.A., Ph.D., Ohio State University.
- MARY MARGARET STEWART, *Professor of English* 1959–
B.A., Monmouth College, Ill.; Ph.D., Indiana University.
- PARKER B. WAGNILD, *Professor of Music, Department Chairman*¹⁰ 1937–
B.A., St. Olaf College; M.S.M., Union Theological Seminary; B.D., Lutheran Theological Seminary, Gettysburg; M.A., New York University.
- GLENN S. WEILAND, *Professor of Chemistry*¹¹ 1946–1947, 1949–
B.S., M.S., Ph.D., University of Maryland.
- WALDEMAR ZAGARS, *Professor of Economics*¹² 1956–
Mag. oec., Dr. oec., University of Riga.

ASSOCIATE PROFESSORS

- R. HENRY ACKLEY, *Associate Professor of Music* 1953–
B.A., Western Maryland College; Peabody Conservatory of Music.
- PAUL R. BAIRD, *Associate Professor of Economics* 1951–
B.A., M.A., The Pennsylvania State University.
- GUILLERMO BARRIGA, *Associate Professor of Spanish* 1951–
B.S., Colombian Naval Academy; M.A., Middlebury College; Ph.D., University of Madrid.

⁷On leave of absence, second semester, 1968–1969⁸On leave of absence, second semester, 1968–1969¹⁰On leave of absence, second semester, 1968–1969¹¹On leave of absence, January–June 1970¹²On leave of absence, September, 1969–January, 1970

- EDWARD J. BASKERVILLE, *Associate Professor of English*¹³ 1956–
B.S., Lehigh University; M.A., Ph.D., Columbia University.
- NEIL W. BEACH, *Associate Professor of Biology*¹⁴ 1960–
B.S., M.S., Ph.D., University of Michigan.
- ARTHUR B. BOENAU, *Associate Professor of Political Science* 1957–
B.A., Amherst College; M.A., Ph.D., Columbia University.
- HARRY F. BOLICH, *Associate Professor of Speech and Director of Debating* 1947–
B.A., M.A., Bucknell University.
- BRUCE W. BUGBEE, *Associate Professor of History* 1958–
B.A., College of William and Mary; M.A., Ph.D., University of Michigan.
- CHAN L. COULTER, *Associate Professor of Philosophy* 1958–
B.A., University of Iowa; M.A., Ph.D., Harvard University.
- THEODORE C. DANIELS, *Associate Professor of Physics*¹⁵ 1954–
B.A., Oberlin College; Ph.D., Syracuse University.
- DONALD H. FORTNUM, *Associate Professor of Chemistry* 1965–
B.A., Carroll College; Ph.D., Brown University.
- EUGENE M. HAAS, *Associate Professor of Health and Physical Education* 1954–
B.A., Gettysburg College; M.A., Columbia University.
- THOMAS J. HENDRICKSON, *Associate Professor of Physics* 1960–
B.S., M.S., University of Michigan; Ph.D., Iowa State University.
- EDMUND R. HILL, *Associate Professor of Economics* 1961–
B.Com., McGill University; Ph.D., University of Pittsburgh.
- LESTER O. JOHNSON, *Associate Professor of Education* 1930–
B.A., St. Olaf College; M.A., University of Minnesota.
- ✓ GRACE C. KENNEY, *Associate Professor of Health and Physical Education* 1948–
B.S., New York University; M.A., Columbia University.
- JOHN H. LOOSE, *Associate Professor of Religion* 1959–
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; M.A., Ph.D., University of Chicago.
- CAREY A. MOORE, *Associate Professor of Religion* 1955–1956, 1959–
B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., The Johns Hopkins University.
- M. SCOTT MOORHEAD, *Associate Professor of Mathematics* 1955–
B.S., M.A., Washington and Jefferson College; Ph.D., University of Pittsburgh.
- SAMUEL A. MUDD, *Associate Professor of Psychology*¹⁶ 1958–1964, 1965–
B.A., Gettysburg College; M.S., Ph.D., Purdue University.
- JOHN C. RAMER, *Associate Professor of Psychology* 1964–
B.A., Gettysburg College; M.S., Washington State University; Ph.D., University of Washington.

¹³On leave of absence, second semester, 1968–1969¹⁴On leave of absence, 1968–1969¹⁵On leave of absence, first semester, 1968–1969¹⁶On leave of absence, first semester, 1968–1969

- WILLIAM L. SANBORN, *Associate Professor of French* 1953–
B.A., Dickinson College; *Diplôme Supérieur de Civilisation Française*, *Doctorat D'Université de Paris*.
- EMILE O. SCHMIDT, *Associate Professor of English and Director of Dramatics* 1962–
B.A., Ursinus College; M.A., Columbia University.
- W. RICHARD SCHUBART, *Associate Professor of Philosophy* 1950–
B.A., Dartmouth College; M.A., Columbia University.
- JOHN D. SHAND, *Associate Professor of Psychology* 1954–
B.A., Amherst College; M.A., Harvard University; Ph.D., University of Chicago.
- JOHN R. STEMEN, *Associate Professor of History*¹⁷ 1961–
B.A., Yale University; M.A., Ph.D., Indiana University.
- RICHARD T. WESCOTT, *Associate Professor of Health and Physical Education* 1966–
B.A., Colby College; M.Ed., Boston University; P.E.D., Indiana University.
- CONWAY S. WILLIAMS, *Associate Professor of Economics* 1949–
A.B., Columbia University; M.S., Columbia Graduate School of Business.

ASSISTANT PROFESSORS

- CAPT. MARK A. BEERTHUIS, *Assistant Professor of Military Science* 1967–
B.A., Wheaton College, Ill.
- MICHELE BERTERAND, *Assistant Professor of Romance Languages* 1968–
C.A.P.E.S., University of Besançon.
- GARETH V. BISER, *Assistant Professor of Health and Physical Education* 1959–
B.S., Gettysburg College; M.S., Syracuse University.
- EDWARD R. BROWNLEY, *Assistant Professor of Health and Physical Education* 1965–
B.A., Gettysburg College; M.Ed., Temple University.
- MARIE BUDDÉ, *Assistant Professor of Music* 1958–
B.M., Curtis Institute of Music; Peabody Conservatory of Music.
- ALBERT W. BUTTERFIELD, *Assistant Professor of Mathematics* 1958–
B.S., United States Naval Academy; M.A., University of Michigan.
- A. RALPH CAVALIERE, *Assistant Professor of Biology* 1966–
B.S., M.S., Arizona State University; Ph.D., Duke University.
- JOHN F. CLARKE, *Assistant Professor of English* 1966–
B.A., Kenyon College; M.A., Stanford University.
- GLENDON F. COLLIER, *Assistant Professor of German and Russian* 1957–
B.A., Franklin and Marshall College; M.A., University of California.
- DAVID J. COWAN, *Assistant Professor of Physics* 1965–
B.S., M.A., Ph.D., University of Texas.
- JOHN H. CRANE, *Assistant Professor of Romance Languages* 1967–
B.S., A.B., University of Missouri; M.A., University of Arkansas.

¹⁷On leave of absence, second semester, 1968–1969

- DAVID L. CROWNER, *Assistant Professor of German and Russian* 1967–
B.A., Pacific Lutheran University; M.A., Ph.D., Rutgers State University.
- HELEN H. DARRAH, *Assistant Professor of Biology* 1961–
B.S., M.S., University of Pittsburgh.
- GEORGE H. FICK, *Assistant Professor of History* 1967–
A.B., Harvard University; M.A., University of Minnesota; Ph.D., Harvard University.
- PATRICIA A. FLAUGHER, *Assistant Professor of Health and Physical Education* 1967–
B.S., M.S., Southern Illinois University.
- NORMAN O. FORNESS, *Assistant Professor in History* 1964–
B.A., Pacific Lutheran University; M.A., Washington State University; Ph.D., The Pennsylvania State University.
- LEWIS B. FRANK, *Assistant Professor of Psychology* 1957–
B.S., Franklin and Marshall College; M.A., The Johns Hopkins University.
- ROBERT H. FRYLING, *Assistant Professor of Mathematics* 1947–1950, 1958–
B.A., Gettysburg College; M.S., University of Pittsburgh.
- ROBERT M. GEMMILL, *Assistant Professor of Economics* 1958–
B.A., Gettysburg College; M.A., University of Pennsylvania.
- LOUIS J. HAMMANN, *Assistant Professor of Religion* 1956–
B.A., Gettysburg College; B.D., Yale Divinity School; M.A., The Pennsylvania State University.
- C. ROBERT HELD, *Assistant Professor of Classics* 1954–1955, 1956–
B.A., Gettysburg College; M.A., Princeton University.
- JOHN T. HELD, *Assistant Professor of Education* 1960–
B.A., Gettysburg College; M.A., Columbia University; M.S., University of Illinois.
- CAROLINE M. HENDRICKSON, *Assistant Professor of Spanish* 1959–
B.A., Wellesley College; M.A., Columbia University.
- ROBERT T. HULTON, *Assistant Professor of Health and Physical Education* 1957–
B.A., Grove City College.
- R. EUGENE HUMMEL, *Assistant Professor of Health and Physical Education* 1957–
B.A., Gettysburg College; M.A., Columbia University.
- JOHN M. KELLETT, *Assistant Professor in Mathematics* 1968–
B.S., Worcester State College; M.S., Rutgers State University; Ph.D., University of Florida.
- L. CARL LEINBACH, *Assistant Professor of Mathematics* 1967–
A.B., Lafayette College; M.A., University of Delaware; Ph.D., University of Oregon.
- JACK S. LOCHER, *Assistant Professor of English* 1957–
M.A., University of Chicago.
- ROWLAND E. LOGAN, *Assistant Professor of Biology* 1958–
B.A., University of California; M.S., Ph.D., Northwestern University.

- MARIE MCLENNAND, *Assistant Professor of English* 1955–
B.A., M.A., University of Pittsburgh.
- EUGENE F. MILONE, *Assistant Professor of Physics* 1966–
B.A., Columbia College; M.S., Ph.D., Yale University.
- KENNETH F. MOTT, *Assistant Professor of Political Science* 1966–
B.A., Franklin and Marshall College; M.A., Lehigh University; Ph.D., Brown University.
- NORMAN K. NUNAMAKER, *Assistant Professor of Music* 1963–
B.A., Bowling Green State University; M.M., Ph.D., Indiana University.
- WILLIAM E. PARKER, *Assistant Professor of Chemistry* 1968–
B.A., Haverford College; M.S., Ph.D., University of North Carolina.
- KENNETH R. RAESSLER, *Assistant Professor of Music* 1963–
B.S., West Chester State College; M.M., Temple University; Ph.D., Michigan State University.
- RAY R. REIDER, *Assistant Professor of Health and Physical Education* 1962–
B.A., Gettysburg College; M.Ed., The Pennsylvania State University.
- ALLEN C. SCHROEDER, *Assistant Professor in Biology* 1968–
B.S., Loyola College; M.S., Ph.D., Catholic University of America.
- WALTER J. SCOTT, *Assistant Professor of Physics*¹⁸ 1959–
B.A., Swarthmore College; M.S., Lehigh University.
- MAJOR HOWARD R. SEAMENS, *Assistant Professor of Aerospace Studies* 1967–
B.A., Allegheny College; M.B.A., Syracuse University.
- HOWARD G. SHOEMAKER, *Assistant Professor of Health and Physical Education* 1957–
B.A., Gettysburg College; M.A., Columbia University.
- JAMES F. SLAYBAUGH, *Assistant Professor of Education* 1964–
B.A., Roanoke College; M.Ed., The Pennsylvania State University.
- DONALD G. TANNENBAUM, *Assistant Professor of Political Science* 1966–
B.B.A., M.A., The City College of The City University of New York.
- ROBERT H. TRONE, *Assistant Professor of Religion* 1956–
B.A., Gettysburg College; B.D., Yale Divinity School; M.A., The Catholic University of America.
- JANIS H. WEANER, *Assistant Professor of Spanish* 1957–
B.A., Mary Washington College of the University of Virginia; M.A., New York University.
- DEXTER N. WEIKEL, *Assistant Professor of Music*¹⁹ 1962–
B.S., Susquehanna University; M.A., The Pennsylvania State University.
- CAPT. GERALD H. WETZEL, *Assistant Professor in Military Science* 1968–
B.S., The Pennsylvania State University.

¹⁸On leave of absence, September, 1969–January, 1970¹⁹On leave of absence, 1969–1970

JOHN R. WINKELMANN, *Assistant Professor of Biology* 1963–
B.S., University of Illinois; M.A., University of Michigan.

ROBERT B. WRIGHT, *Assistant Professor of Religion* 1967–
B.A., Bob Jones University; B.D., Divinity School, Drake University; STM., Ph.D.,
Hartford Seminary Foundations.

INSTRUCTORS

FRANCIS E. BELT, *Instructor in Music* 1966–
B.A., Western Maryland College; M.A., New York University.

CHARLES W. CHRONISTER, *Instructor in Health and Physical Education* 1967–
B.S., M.Ed., East Stroudsburg State College.

LARRY D. EGELUND, *Instructor in Sociology and Anthropology* 1968–
B.S., Brigham Young University; M.A., University of Wyoming.

CHERYL R. Z. FLYNN, *Instructor in English* 1967–
B.A., M.A., Bucknell University.

GERTRUDE G. GOBBEL, *Instructor in Psychology* 1968–
B.S., The Pennsylvania State University; M.S., University of Illinois.

AMIE V. GODMAN, *Instructor in Romance Languages* 1968–
A.B., Hood College; M.A., George Washington University.

SHERMAN S. HENDRIX, *Instructor in Biology*²⁰ 1964–
B.A., Gettysburg College; M.S., Florida State University.

DONALD W. HINRICHS, *Instructor in Sociology and Anthropology* 1968–
B.A., Western Maryland College; M.A., University of Maryland.

MARIA-ELENA LACOSTE, *Instructor in Romance Languages* 1967–
Graduate of Instituto Superior Del Profesorado, University of Buenos Aires.

LAWRENCE D. LOWENTHAL, *Instructor in English* 1966–
B.A., M.A., Northwestern University.

ELIZABETH B. MARTIN, *Instructor in History* 1968–
B.A., Wayne State University; M.A., University of Rochester.

JAMES P. MYERS, JR., *Instructor in English* 1968–
B.S., Le Moyne College, N.Y.; M.A., University of Arizona.

HOWARD C. PARKS, *Instructor in Classics* 1966–
B.A., Kenyon College.

GEORGE I. PIKE, *Instructor in Sociology and Anthropology*²¹ 1966–
B.A., University of Vermont; M.A., Northwestern University.

CHARLES J. PINENO, *Instructor in Economics and Business Administration* 1968–
B.S., The Pennsylvania State University; M.A., University of Scranton.

FRANK J. PUKL III, *Instructor in Philosophy* 1967–
A.B., M.A., West Virginia University.

²⁰On leave of absence, 1968–1969

²¹Medical leave of absence, 1968–1969

- DEBORAH D. PUTZEY, *Instructor in Sociology and Anthropology* 1968–
B.A., M.A., University of Wisconsin.
- CONSTANCE L. REID, *Instructor in German* 1964–
B.A., Southern Methodist University; M.A., Indiana University.
- MICHAEL L. RITTERSON, *Instructor in German and Russian* 1968–
B.A., Franklin and Marshall College.
- JOSEPH R. SCHEER, *Instructor in Political Science* 1967–
B.A., St. Charles Borromeo Seminary; M.A., University of Pennsylvania.
- CLAYTON J. SHAW, *Instructor in Art* 1968–
B.A., M.A., San Francisco State College.
- K. BRUCE SHERBINE, *Instructor in Biology* 1968–
A.B., Gettysburg College; M.S., Temple University.
- JAMES J. SHERIDAN, *Instructor in Psychology* 1968–
B.S., Holy Cross College; M.A., University of Windsor.
- ALDEN C. SMALL, *Instructor in Political Science* 1968–
B.A., Oberlin College; M.A., Tufts University.
- ROBERT D. SMITH, *Instructor in Health and Physical Education* 1965–
B.A., Gettysburg College.
- ROGER L. SMITH, *Instructor in English* 1965–
B.A., Wabash College.
- HORST SYLVESTER, *Instructor in Economics*²² 1963–
B.A., Gettysburg College; M.B.A., University of Michigan.
- JANET S. WICKERHAM, *Instructor in Health and Physical Education* 1967–
B.S., B.A., Ursinus College.
- B. LANE WILKINSON, *Instructor in Romance Languages and Literatures* 1967–
B.A., University of Delaware; M.A., Middlebury College.
- ROBERT F. ZELLNER, *Instructor in Music* 1968–
B.S., West Chester State College; M.A., Lehigh University.

LECTURERS

- MARY T. BASKERVILLE, *English*
B.A., Hunter College; M.A., Columbia University.
- JANET GEMMILL, *History*
B.A., Bucknell University; M.A., University of Michigan.
- JEAN ANNE HARTZELL, *English*
B.A., Gettysburg College.
- JENNIFER M. RAILING, *Economics and Business Administration*
LL.B. (Upper Second Class Honours), University of London.
- REV. FREDERICK S. WEISER, *Religion*
A.B., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; S.T.M.,
Lutheran Theological Seminary, Philadelphia.

²²On leave of absence, 1968–1970

PRIVATE INSTRUCTOR IN APPLIED MUSIC

TOINI E. HEIKKINEN, *Organ and Piano*

B.M., Oberlin Conservatory of Music; M.M., Peabody Institute of Music.

ASSISTANTS

JUDITH A. ANNIS, *Health and Physical Education*

B.A., State College of Iowa.

BETTY BARNES, *Biology*

A.B., Winthrop College; M.A., Duke University.

SHIRLEE S. CAVALIERE, *Biology*

B.A., Butler University; M.S., Arizona State University.

TROCELIA W. COULTER, *Biology*

B.A., Drake University; M.A., University of Iowa.

ELIZABETH W. DANIELS, *Biology*

B.S., Miami University.

MARTHA HINRICHS, *Biology*

B.A., Western Maryland College.

BARBARA L. PLATT, *Biology and Psychology*

B.S., Allegheny College; M.A., Ohio State University.

HELEN J. WINKELMANN, *Biology*

B.A., Notre Dame College of Staten Island; M.S., University of Michigan.

ASSISTANT INSTRUCTORS

S/SGT. DAVID A. ACHEY, *Assistant Instructor in Aerospace Studies*

MSG HARRY F. BAILEY, *Assistant Instructor in Military Science*

S/SGT. VICTOR J. BROW, *Assistant Instructor in Military Science*

S/SGT. DAVID M. FULLMER, *Assistant Instructor in Military Science*

LILLIAN JACKSON, *Assistant Instructor in Chemistry*

B.A., Wheaton College, Mass.; M.A., Bryn Mawr.

T/SGT. JAMES L. ROBERSON, *Assistant Instructor in Aerospace Studies*

1 SG BENJAMIN C. ROWE, *Assistant Instructor in Military Science*



Statistical Summary

STUDENTS IN COLLEGE

	FIRST SEMESTER 1967-1968			FIRST SEMESTER 1968-1969		
	<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Seniors	280	159	439	304	138	442
Juniors	309	139	448	298	138	436
Sophomores	313	146	459	300	161	461
Freshmen	333	180	513	364	162	526
Special	5	11	16	3	15	18
Total	1240	635	1875	1269	614	1883

GEOGRAPHICAL DISTRIBUTION — FULL TIME STUDENTS

	FIRST SEMESTER 1967-1968 <i>Students</i>	FIRST SEMESTER 1968-1969 <i>Students</i>
Pennsylvania	710	696
New Jersey	459	474
New York	230	217
Maryland	180	181
Connecticut	100	99
Massachusetts	42	54
Virginia	38	28
Delaware	25	23
Ohio	16	16
Washington, D.C.	8	6
Florida	8	10
Rhode Island	7	8
New Hampshire	5	8
Wisconsin	5	3
Illinois	4	5
Maine	4	4
Fourteen other states	20	
Ten other states		25
Seven foreign countries	8	7
	1869	1864

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DIRECTORY

ADMINISTRATIVE OFFICES Location

President	Glatfelter
Admissions	White House
Alumni	Plank Gym
Athletic Director	Physical Education
Bursar	Weidensall
Business Manager	Business Office
Chaplain	Christ Chapel
Dean of College	White House
Dean of Students	Glatfelter
Development	Plank Gym
Guidance-Placement	Plank Gym
Maintenance	West
Public Relations	Plank Gym
Registrar	Glatfelter
Student Senate	Student Union

ACADEMIC OFFICES

Art	Christ Chapel
Bible Literature, Religion	Glatfelter
Biology	McCreary
Chemistry	Breidenbaugh
Economics, Business Adm.	Glatfelter
Education	Stahley
English	Glatfelter
English	Stahley
French	McKnight
German	McKnight
Greek	Classics
Health, Physical Ed.	
Men	Physical Education
Women	Plank Gym
History	Weidensall
Latin	Classics
Mathematics	Stahley
Music	Brua
Philosophy	Weidensall
Physics, Planetarium	Masters
Political Science	White House
Psychology	McCreary
ROTC	West
Russian	McKnight
Spanish	McKnight
Sociology-Anthropology	McCreary
Speech	Glatfelter

RESIDENCE HALLS

MEN

Apple
Paul
Rice
Stine

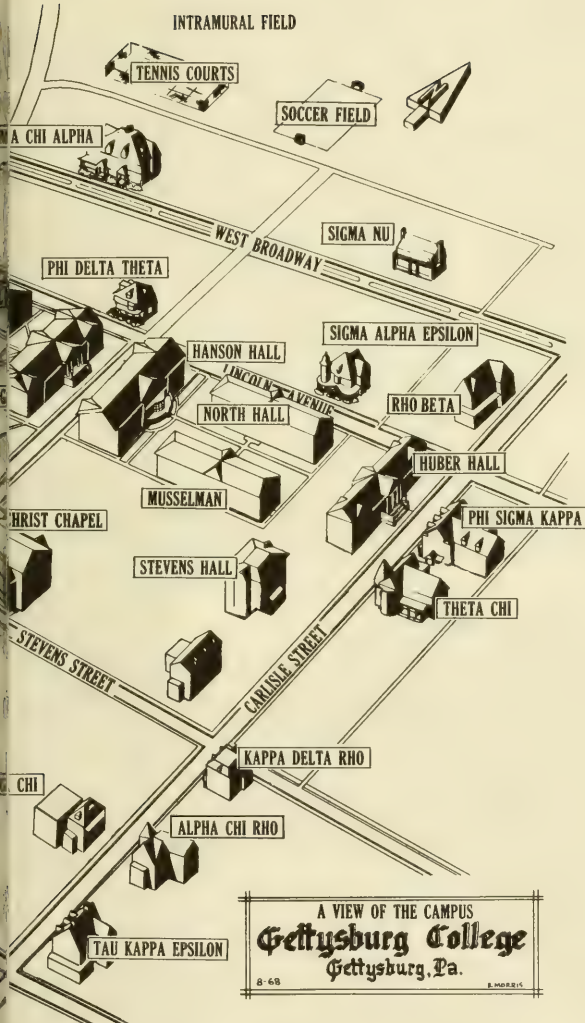
WOMEN

Hanson
Huber
Musselman
Patrick
Stevens

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